

## MSc Rehabilitation Studies\* Programme Specification

|                                                                         |                                                                                                                                                                                                                |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Year:                                                          | 2020-21                                                                                                                                                                                                        |
| Degree Awarding Body:                                                   | University of Bradford                                                                                                                                                                                         |
| Partner(s), delivery organisation or support provider (if appropriate): | N/A                                                                                                                                                                                                            |
| Final and interim award(s):                                             | [Framework for Higher Education Qualifications (FHEQ) level 7]<br>Master of Science<br>Postgraduate Diploma Postgraduate Certificate                                                                           |
| Programme accredited by (if appropriate):                               | Women's Health and Continence pathways are accredited by Pelvic, Obstetric and Gynaecological Physiotherapy (POGP) –a UK based professional network affiliated to the Chartered Society of Physiotherapy (CSP) |
| Programme duration:                                                     | Part Time: over 3 years.                                                                                                                                                                                       |
| QAA Subject benchmark statement(s):                                     | Not applicable                                                                                                                                                                                                 |
| Date last confirmed and/or minor modification approved by Faculty Board | January 2021                                                                                                                                                                                                   |

**Please note:** This programme specification 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 changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

With endorsement depending on pathway:

Continence for Physiotherapists

Musculoskeletal Physiotherapy

Physiotherapy in Women's Health

Post graduate awards within the Framework for Flexible Learning in School of Nursing and Healthcare Leadership.

\*The award title Rehabilitation Studies (with endorsement depending on pathway) will be awarded for completion of the MSc. It is possible for a student to exit with an MSc Rehabilitation Studies without endorsement. If students decide to exit the programme with a PGCert/PGDip the award title will reflect the pathway e.g. PGCert Continence for Physiotherapists.

# Introduction

The School of Allied Health Professions and Midwifery and the Faculty of Health Studies offer a number of postgraduate programmes which address the continuing professional development needs of physiotherapists, occupational therapists and other Allied Health Practitioners (AHP). Awards are normally undertaken on a part-time basis. A number of the individual awards at Postgraduate Certificate level have been developed in conjunction with the professional networks of the Chartered Society of Physiotherapy (CSP). These include the Postgraduate Certificates in Continence for Physiotherapists and Physiotherapy in Women's Health. Students who successfully complete the awards at Postgraduate Certificate level may then choose to continue their programme of study to Diploma and Master of Science upon completion of further optional modules. All students undertaking the Diploma must complete the 30 credit Research Methods module. In addition, students undertaking a Masters award must complete a 60-credit Final Stage module which is the equivalent of a Dissertation.

Students may choose a pathway with a named endorsement depending on the initial Postgraduate Certificate route and combination of core and optional modules, providing that the subject of the Final Stage covers the same clinical speciality. For example, students who have undertaken the Postgraduate Certificate: Physiotherapy in Women's Health may choose the endorsement of MSc Rehabilitation Studies (Physiotherapy in Women's Health).

This programme does not meet the requirements for Health and Care Professions Council (HCPC) registration but may assist students to develop some of the skills which are required to enable application for registration as a physiotherapist with the HCPC I.

Faculty of Health Studies Specialist Skills and Post Registration Development (SSPRD) for Health (formerly CPD) Framework for Flexible Learning

The MSc Rehabilitation Studies (and endorsed pathways) forms part of the multidisciplinary SSPRD Framework for Flexible Learning within the Faculty of Health Studies. The Framework enables students to create an individualised programme of study that will meet either their individual needs and/or their employer's needs for a developing diverse workforce within a modern organisation.

The SSPRD framework offers a structure within which most of the named awards are provided across the Faculty in conjunction with a large number of modules available to students. The modules are presented in themed areas representing employment, practice or work based disciplines. Whilst some students can build their own awards by choosing from a range of options the majority follow a named award pathway. This offers students the option of studying at least one module from across the Faculty portfolio with a combination of clearly defined core and optional modules.

The programme of study and the collection of modules students may choose to study will contextualise their learning by addressing the Aims and Learning Outcomes for their chosen programme which are outlined in the next section of this document. This is particularly so if students choose one of the modules from the SSPRD framework. Modules such as the Preparation for Research, Pursuing Primary Research, Pursuing Systematic Review, or Work Based Project modules, for example, enable students to shape their own focus of study within the modules aims and learning outcomes by learning the principles being taught and applying them to their own professional/employment area.

The options offered by the Faculty of Health Studies' SSPRD framework will provide a flexible educational framework that is vocationally relevant, in collaboration with the

University of Bradford. Students will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, undertake a single module or combine studying a choice of modules over time. An academic advisor will discuss an individual study plan with each student and support their choices.

## Programme Aims

The programme is intended to:

Postgraduate Certificate: Aims 1 – 8 are essential:

A1 Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers.

A2 Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.

A3 Develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their own fields of practice

A4 Further develop the student's cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice.

A5 Provide opportunities for interprofessional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.

A6 Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision.

A7 Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies where applicable.

A8 Develop the skills required for life-long learning and professional development.

Postgraduate Diploma: Aims 1 – 9 are essential

A9 Develop critical perspectives on research and knowledge development in Rehabilitation Studies.

Master's Degree: Aims 1- 10 are essential

A10 Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of an ethical piece of research or a work based project and the ability to demonstrate how the findings can influence practice and policy.

## Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

LO1 Develop a detailed knowledge and understanding of the literature that relates to the field of rehabilitation.

LO2 Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles to the field of rehabilitation.

LO3 Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with rehabilitation.

LO4 Reflect upon and demonstrate knowledge of values and ethical thinking and

demonstrate mastery within the field rehabilitation.

LO5 Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.

LO6 Demonstrate management and leadership through effective communication, problem solving, and decision making.

LO7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs

LO8 Demonstrate the ability to use IT skills to gather and synthesise information, to access programme materials.

LO 9 Evaluate changes in practice to contribute to the development of quality systems and frameworks, which enhance patient outcomes in rehabilitation.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

LO 10 Critically evaluate theoretical perspectives, methodologies and methods associated with rehabilitation.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

LO 11 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research, project management methodologies or management theories.

LO 12 Design, undertake and report on either a systematic review, a piece of empirical research, work based or management project that contributes to or extends the body of knowledge for their field of practice

## Curriculum

The curriculum has been designed to meet the needs of students from a range of employment backgrounds. Most students choose to study modules that form the defined pathways on the MSc Rehabilitation Studies and endorsed pathways however, it must be noted that not all modules are offered every academic year and modules will only be offered if minimum numbers are reached.

The modular format of the programme and its position with the Faculty of Health Studies SSPRD Framework permits you to select and study at least one module, that is out with, but complementary to your speciality and in so doing broaden your knowledge and understanding of other areas that impact on Rehabilitation Studies. The curriculum provides a range of modules that are combined to provide an individualised award. It is possible in negotiation with your Programme Lead or Personal Academic Tutor (PAT) to undertake modules from across the Faculty's SSPRD Framework to accrue credits by applying the coursework from, for example, the research or work based project module to your field of practice/area of employment which will make the module relevant to Rehabilitation Studies. This would also be the same for the independent study modules or other

interprofessional modules offered. Application of specialist knowledge applied to these modules enables your learning needs to be addressed .

Students on the MSc Rehabilitation Studies (and endorsed pathways) undertake the Faculty's taught 30 credit Preparation for Research module at Postgraduate Diploma stage in order to study a Final Stage 60 credit research module at MSc level in either Pursuing Systematic Review or Pursuing Primary Research. You are not required to do the Preparation for Research module if you are planning to do the Work Based Project for your Final Stage. The Final Stage 60 credit research module for the award of Master's will require you to complete either, Pursuing Systematic Review, Pursuing Primary Research or a Work based Project.

Students choosing to join or move to the generic pathway within the SSPRD Framework can take as many modules as they choose (some eligibility criteria may exist e.g. specific Nurse or Midwifery modules), in the order that they wish. If students choose to move from a named award pathway and study a number of alternative modules, they will be informed when they have enough credit for a Postgraduate Certificate or Diploma award. The naming of the generic award will be undertaken after the collection of modules studied have been analysed. The following diagram highlights how the curriculum maps to the Rehabilitation Studies awards.

### Postgraduate Certificate

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits of which include the core module(s) for the award must be included and achieved the award learning outcomes.

### Postgraduate Diploma

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes, which includes the Research methods module.

### Masters

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes, which includes a Final stage module

Not all of the modules listed above which form the defined pathways on the MSc Rehabilitation Studies and endorsed pathways are offered in every academic year.

**THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH HCPC.**

| Curriculum Table |                                                                       |        |        | Delivered in 2020/21     | Certificate for Continence | Certificate for Musculoskeletal | Certificate for Physiotherapy in Women's | Certificate for Continence | Diploma for Musculoskeletal | Diploma for Physiotherapy in Women's | Studies (Continence) | Renaturation Studies (Musculoskeletal) | Rehabilitation Studies (Women's) | MSc Rehabilitation Studies |
|------------------|-----------------------------------------------------------------------|--------|--------|--------------------------|----------------------------|---------------------------------|------------------------------------------|----------------------------|-----------------------------|--------------------------------------|----------------------|----------------------------------------|----------------------------------|----------------------------|
| Module Code      | Module Title                                                          | Credit | Sem    |                          |                            |                                 |                                          |                            |                             |                                      |                      |                                        |                                  |                            |
| PAR7001-C        | Physiotherapy Management of Spinal Dysfunction                        | 30     | 2      | <input type="checkbox"/> |                            | C                               |                                          | O                          | C                           | O                                    |                      | C                                      |                                  | O                          |
| PAR7002-C        | Physiotherapy Management of Peripheral Joint Dysfunction – upper limb | 30     | -      |                          |                            | O                               |                                          | O                          | O                           | O                                    |                      | O                                      |                                  | O                          |
| PAR7003-C        | Physiotherapy Management of Peripheral Joint Dysfunction – lower limb | 30     | -      |                          |                            | O                               |                                          | O                          | O                           | O                                    |                      | O                                      |                                  | O                          |
| PAR7005-C        | Continence Theory for Physiotherapists (30 credits)                   | 30     | 2      | <input type="checkbox"/> | C                          |                                 |                                          | C                          | O                           | O                                    | C                    |                                        |                                  | O                          |
| PAR7006-C        | Continence Practice for Physiotherapists                              | 30     | 3      | <input type="checkbox"/> | C                          |                                 |                                          | C                          | O                           | O                                    | C                    |                                        |                                  | O                          |
| PAR7007-C        | Practice of Physiotherapy in Women's Health                           | 30     | 3      | <input type="checkbox"/> |                            |                                 | C                                        | O                          | O                           | C                                    |                      |                                        | C                                | O                          |
| PAR7008-C        | Theory of Physiotherapy in Women's Health                             | 30     | 2      | <input type="checkbox"/> |                            |                                 | C                                        | O                          | O                           | C                                    |                      |                                        | C                                | O                          |
| RES7013-C        | Preparing for Research                                                | 30     | 1 or 2 | <input type="checkbox"/> |                            |                                 |                                          | O                          | O                           | O                                    | O                    | O                                      | O                                | O                          |
| LEM7006-E        | Management Project                                                    | 60     | 1 or 2 | <input type="checkbox"/> |                            |                                 |                                          |                            |                             |                                      | O**                  | O**                                    | O**                              | O**                        |

|           |                                    |    |        |                          |  |  |  |  |  |  |     |     |     |     |
|-----------|------------------------------------|----|--------|--------------------------|--|--|--|--|--|--|-----|-----|-----|-----|
| RES7007-E | Pursuing a Systematic review*      | 60 | 1 or 2 | <input type="checkbox"/> |  |  |  |  |  |  | O** | O** | O** | O** |
| RES7008-E | Pursuing primary research*         | 60 | 1 or 2 | <input type="checkbox"/> |  |  |  |  |  |  | O** | O** | O** | O** |
| RES7010-E | Pursuing a Work based Dissertation | 60 | 1 or 2 | <input type="checkbox"/> |  |  |  |  |  |  | O** | O** | O** | O** |

## Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of blended teaching methods. Blended learning is considered to be a mixture of face to face, on campus learning which will be complimented with some online learning which may include synchronous and asynchronous activity. To a degree these methods will be dependent on modules studied, however student-centred approaches to blended learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to the manner in which modules are delivered and these may include block attendance, study day attendance, distance learning and blended learning. When devising the individual study plan, students will be informed regarding which delivery methods are utilised for which module and in which semester the chosen modules are being delivered.

Students will also be informed about dates and times of compulsory attendance at the University e.g face to face assessment dates and (or) practice placement.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LOs 1, 2, 3, 7, 11), advance their knowledge and critical thinking (Programme LOs 2, 8, 4, 10, 11) and to develop a range of skills appropriate to the students professional field, organisation and workplace setting (Programme LOs 5, 6, 9). The modules and programmes nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the workplace.

The programme of study will expose students to a range of different teaching methods, learning (which may include online) and assessment strategies (including online) required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following, some of which may be delivered online, either synchronous or asynchronous:

- Lectures: To a group of students where information will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorial: Where small group number of students reflect and discuss issues related to their learning.
- Work-based learning: Where learning is directed within the work environment and is reflected upon and then reported on.
- Work-based learning: Where skills are taught in relation to theory and best practice enabling students to develop advanced competence and clinical practice skills in their field of practice.
- Use of Web based virtual learning environments, such as video analysis, to access information and to interact with other students undertaking group work or developing wikis.
- Directed reading: Where set reading may be recommended.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed thus encouraging independence and development of critical thought.
- Undertaking a named Final Stage module including a work based project which is

- shaped by self-directed learning needs and the learning outcomes at MSc level.
- Students will be expected to develop an autonomous learning style and become self-directed as a learner.

## Assessment Strategy

Students learning will be assessed through the use of a range of different assessment techniques (some of which may be campus based, face to face, or online) which may include one or more of the following approaches:

- Written assignment
- Reflective case study
- Development of a reflective portfolio
- Practical examination (OSCE/OSPE)
- Computer based open book examination
- Seminar presentation/ viva
- Written project report
- Completion of a dissertation
- Research paper/executive summary

Some of these teaching and assessment strategies may change over time and through the ongoing development of the programmes and related to current guidelines related to social distancing and national/local lockdown.

## Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below:

<https://www.bradford.ac.uk/regulations/>

However, there are 2 exceptions to these regulations as listed below:

- Students studying under this waiver must achieve a minimum of 40% in each 30 credit module which make up their award, all components and elements of module assessment must also be achieved at 40%.
- All post graduate students are entitled to supplementary assessment as a second attempt without having to process this through Board of Examiners. We are able to publish a supplementary (second attempt) submission date at the time of publication of the first submission.

## Admission Requirements

The University welcomes applications from all potential students regardless of their previous academic experience; offers are made following detailed consideration of each individual application. Most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Entrance requirements to undertake a programme of study within the framework may vary but consideration of the application will be based on a combination of the formal academic qualifications held and other relevant experience. The entry requirements for this programme are:

- A first degree in Physiotherapy and current registration with the HCPC.
- Students whose qualifications do not meet the entry requirements above but who have significant experience and other evidence of ability to study at this level. Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent overall, with no component less than 6.0.
- Normally have two years relevant clinical experience.
- Have access to a relevant clinical caseload whilst undertaking modules that include a practice element.

Students are required to have access to a computer that has a broadband connection and that can browse the internet and has word processing on it and have computing skills commensurate with the demands of programme. Access to a computer may be required to enable online attendance at dedicated synchronously delivered timetabled sessions. The University of Bradford has computers with internet and word processing facilities available to students across a number of locations therefore students do not need to necessarily own their own computer or have a home internet service. However, many of our modules are delivered using a blended learning approach with students who are primarily distance learners so it would be advantageous to have access for use during your studies. The University of Bradford may be able to help with loaning of a device and may be in a position to advise regarding purchasing a device at reduced cost. Computer literacy programmes are available for people new to information technology and both the Academic Skills Advice Service and the Disability Office can provide support to students who have a disability. Specific learning needs assessment e.g. dyslexia screening is also available to all registered students.

## Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

## Minor Modification Schedule

| Version Number | Brief description of Modification                                                                                                                                                                                                                                                                                                                                   | Date of Approval (Faculty Board) |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 3              | Minor typographical corrections.<br>Updated the curriculum table to reflect the Schools portfolio of modules.                                                                                                                                                                                                                                                       | April 2019                       |
| 4              | Updated module availability for 2020/21.<br>Amended incorrect programme title<br>Added missing awards into the curriculum table.<br>Updated to include from 3-5 years to complete (allowing for COVID interruption to studies),<br>blended learning & assessment offer, increased clarity around final Stage and Work Based Project and module delivery for 2020-21 | Feb 2020 & Aug 2020              |

|   |                                                |               |
|---|------------------------------------------------|---------------|
| 5 | Specification reformatted and made accessible. | February 2021 |
|---|------------------------------------------------|---------------|