

Module Code:	PHY603
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Module Title:	Professional Placement 4
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAPT	<u>JACS3</u> code:	B160
		<u>HECoS</u> code:	100252

Faculty	Social and Life Sciences	Module Leader:	Maddy Nicholson
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Scheduled learning and teaching hours	8 hrs
Guided independent study	0 hrs
Placement	225 hrs
Module duration (total hours)	233 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Physiotherapy	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
Completion of all core modules from level 5 BSc. (Hons) Physiotherapy

Office use only

Initial approval: 24/05/2019
 With effect from: 23/09/2019
 Date and details of revision:

Version no: 1

Version no:

Module Aims

The aim of this module is for students to critically apply the knowledge and skills in the assessment and treatment of service users within caseload management. Throughout the placement experience, the student will demonstrate the following skills; caseload management, communication, professionalism, team working, organisation and management, reflective practice, treatment handling, exercise prescription, therapeutic and manual therapy techniques.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Develop and critically evaluate assessment, goal setting, treatment planning and delivery of an appropriate treatment for a service user.	KS1	KS2
		KS3	KS7
		KS8	KS9
2	Demonstrate an increased ability to practice independently under the guidance of the practice educator demonstrating a level on competence commensurate with final year student practitioners.	KS1	KS2
		KS3	KS7
		KS8	KS9
3	Construct effective working relationships with service users, carers and staff within a team environment of a placement setting. The student will work inter-professionally and critically evaluate the impact of this upon effectiveness of service provision.	KS1	KS2
		KS3	KS7
		KS8	KS9
4	The student will demonstrate adherence to and compliance with the CSP code of members' professional values and behaviours (2011).	KS1	KS2
		KS7	KS8
		KS9	
5	Apply and critically evaluate procedures policy and legislation appropriate to the placement setting.	KS4	KS5
		KS6	KS8
		KS9	
6	Evaluate and critically appraise Physiotherapy theory underpinning practice within the placement setting.	KS4	KS5
		KS6	KS8

		KS9	
Transferable skills and other attributes			
By the end of the module the student will demonstrate:			
Professional skills			
Team working			
Communication skills			
Reflective skills			
Inter-professional working			
Understanding of contemporaneous health themes and social diversity			

Derogations			
Students are permitted a maximum of two attempts in any modules			
A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted			
Placements are assessed to a pass, fail and excellence. The pass and excellence grade achieve the credits awarded for the module. Failed placement hours do not count towards the 1000 hours required for successful completion of the programme.			
All placement outcomes must be passed with each placement.			
The degree classification will be based on non-placement credits only, ie. only 80 credits at Level 5 and 70 credits at Level 6.			
Deferral is not permitted during a placement module when there is a likelihood of a refer predicted by both placement educator and university tutor and there is an absence of extenuating circumstances permitted			

Assessment:			
Indicative Assessment Tasks:			

The module is assessed through the use of a negotiated learning contract which indicates key learning specific to the placement. The learning contract should reflect and evidence the specific placement learning outcomes and how these have been achieved. The student must pass all learning outcomes to pass the placement module.

The designated clinical practice educator is responsible for the assessment of a student's competence within the practice environment through the facilitation of practical learning opportunities. The educator can utilise other modes of assessment with the student to establish use of physiotherapy theory and philosophy underpinning their practice. These can include case study presentations, reflections and a continuing professional development portfolio.

Additional learning where the student exceeds the expected learning outcomes and demonstrates excellence in practice can be rewarded. This is achieved with a minimum of 17 out of the 24 learning outcomes at 'excellent pass' (equivalent to 70%) and at least one at this level within each skill set.

Please refer to Practice Education Handbook and Programme Handbook

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 -6	Practical	100%	

Learning and Teaching Strategies:

Students will be utilising experiential learning to integrate physiotherapy theory to practice. Observation and use of practical clinical environments will be used to facilitate the link. The student will be expected to use guided and self-directed study utilising identified learning strategies throughout the placement.

Student centred learning will be guided by the use of a learning contract which formally sets out the desired learning relevant to the placement and how this will be achieved

Other opportunities including supervision, in service training and CPD will enhance placement learning.

All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

Syllabus outline:

This 6-week placement will focus on the development of the students' knowledge skills and attitudes in practice. The student is in direct contact with service users and will develop their ability to problem solve through assessment and treatment of individual clients. Focus will be on encouraging students to reflect on and evaluate their practice and manage their case load with increasing autonomy

In preparation for this placement students will attend University for a three-hour workshop which provides an opportunity to reflect on their experience from Professional Practice placement 3 and to use this individual and group reflection to inform their learning contract.

Indicative Bibliography:
Essential reading
Hargreaves, J. & Page, L. (2013), Reflective Practise (Key Themes in Health and Social Care), Cambridge: Polity Press.
Healey, J. and Spencer, M. (2008), Surviving your Placement in Health and Social Care: A Student Handbook. Maidenhead: Open University Press McGraw Hill.
Kenyon, K. & Kenyon, J. (2018), The Physiotherapists Pocketbook: Essential Facts at Your Fingertips, 3rd ed. Edinburgh: Elsevier.
Other indicative reading
There may be further key texts relevant to the placement setting and area of practice that practice educators may deem essential to the placement learning.

