# Form for Proposing or Modifying Modules

**Module proposals and modifications should always be accompanied by a new or modified module specification (below) and completed with sight of the relevant** [**guidance**](https://intranet.birmingham.ac.uk/as/registry/policy/programmemodule/Module-Development.aspx)**. If the module being proposed here is a new placement, the Proposal to Add a New Placement form must also be completed.**

The final column in the below forms indicates why the different items of information are required, using the following codes:

* **B:** **B**asic data used for information and programme modelling.
* **Q:** **Q**uality assurance processes and considerations.
* **SF:** Alignment with the University’s **s**trategic aims and/or the **f**inancial risk:reward of the development.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Is this a module proposal or modification? | Module Proposal  *If ‘proposal’, please contact your Library Engagement Advisor to assess whether extra/new Library materials will be required to support the module. Additionally, once a new module is approved, please note that a* [*Resource List*](https://intranet.birmingham.ac.uk/as/libraryservices/library/teaching/resourcelists/index.aspx) *should be created as soon as possible, and at least 2 months prior to the module running* | **B** |
| 1. 1 | School/Institute that owns the module | School of Sport, Exercise and Rehabilitation Sciences | **B** |
| 1. 2 | Department (if applicable) | N/A | **B** |
| 1. 3 | Module title | Acute care and rehabilitation | **Q** |
|  | Date of implementation (in terms of academic sessions) | 2023-24 | **B** |
|  | Rationale | | |
|  | Rationale for proposal/modification of module, including why the proposal/modification is necessary. Please use this box to provide any additional detail about modifications, e.g. if changes are phased. To make changes to multiple modules please attach a specification for each module. | | **SF** |
| As part of broader programme modifications being made to the undergraduate physiotherapy programme, we are restructuring the approach to teaching knowledge and skills that prepare students for practice-based placement experience. These modifications reflect a shift towards preparing students based on *care settings* rather than *core specialties*; an approach favoured by academic teaching staff and strongly supported by staff responsible for liaising with clinical partners and the organisation of placement experience for students. | |
|  | Please describe any resource implications (e.g. staffing/library resource, impact on income) (required for proposals) | None | **SF** |
|  | Are there any related programme modifications? (for proposals and significant module modifications)[[1]](#footnote-2) | Yes | **B Q** |
|  | If yes, have they been submitted for approval alongside this proposal? | Yes | **B Q** |
| 7 | Consultation (required for modifications, advised for proposals, where applicable) | | |
|  | Prospective/existing students where necessary[[2]](#footnote-3) | There have been many discussions with students over the past few years regarding the optimal organisation of how we teach these important areas of the programme that directly prepare students for practice-based placement experience. Consultation with our current final year students in 2021 revealed strong support for shifting the organisation of teaching in this area to more explicitly reflect healthcare settings rather than specialties. They were also supportive about the shift towards taking a stronger case-based (inquiry-based) approach to teaching. This proposal is consistent with this consultation process. | **Q** |
|  | If the module is/will be available to students from other Schools/Institutes/Colleges, e.g. as part of a Joint Honours or major/minor programme, and/or the Birmingham International Academy, and/or if there is a Dubai-based equivalent, please provide details of consultation with the relevant programme lead(s) | n/a | **Q** |
|  | If the module/programme is subject to accreditation, please provide details of consultation with the professional body | Consultation with the professional body (Chartered Society of Physiotherapy) has confirmed that the appropriateness of this module and is consistent with the approach taken by some other education providers, responding to the contemporary organisation of physiotherapy placement experience. | **Q** |
|  | If the module is part of a collaborative arrangement, please provide details of consultation with the Head of Collaborative Provision | No | **Q** |
| 8 | Approval | |  |
|  | School/Institute | Date: 07/12/2021  Approving body: School Education Committee | |
|  | College (mandatory for proposals only) | Date: 07/03/2022  Approving body: CQAAC Chair’s action | |

# Module Specification

This form should be completed to accompany a module proposal form, or revised to accompany a module modification form by using tracked changes or underlining insertions and ~~striking through deletions~~

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | School/Institute that owns the module | | School of Sport, Exercise and Rehabilitation Sciences | | **B** |
|  | Department (if applicable) | | N/A | | **B** |
|  | Is the module delivered in collaboration with another organisation? | | No  *If ‘yes’ please state the organisation’s name:* | | **B Q SF** |
|  | Is this module to be delivered by more than one School/Institute at UoB? | | No  *If ‘yes’ state which Schools/Institutes they are and what the split will be, e.g. Mathematics 50%, Chemistry 50%:* | | **B SF** |
|  | Accrediting body (if applicable) | | 1. Chartered Society of Physiotherapy (CSP) 2. Health & Care Professions Council (HCPC) | | **Q** |
|  | Module title | | Acute care and rehabilitation | | **B Q** |
|  | Module code (if known) | | TBC | | **B** |
|  | Module level | | Intermediate - LI | | **B Q** |
|  | Module credits | | 20 | | **B Q** |
|  | Semester in which the module will run | | Semester 2 | | **B** |
|  | Programmes on which the module is available (please state the programme title and code) | | As a compulsory module (i.e. every student in the year should be registered on this module code):  605G - MSci Physiotherapy FT  MSci Physiotherapy PT  MSci Physiotherapy w Int Yr  As an optional module:  n/a  Confirmation that module registrations (or numbers attending teaching events for this module) are expected to meet or exceed the relevant College’s agreed threshold:[[3]](#footnote-4)  Yes | | **B** |
|  | State the name and code of any pre-requisite modules (i.e. modules students *must* have taken in previous years to be eligible to take this module. Also describe any particular requirements for incoming exchange students, if applicable) | | None | | **B** |
|  | State the name and code of any co-requisite modules on which students must also register in the same session | | None | | **B** |
|  | Where will the teaching take place? | | UoB Campus Edgbaston  *If ‘other’ please state here:* | | **B Q SF** |
|  | Comment briefly on how your School/Institute/Department promotes equality of opportunity by ensuring no barriers are posed to applications, access or progression for any protected group[[4]](#footnote-5) | | The School is committed to:  ∙ Treating students, staff and visitors to the University with dignity and respect  ∙ Not engaging in, colluding in or encouraging behaviour that constitutes unlawful discrimination under the Equality Act  ∙ Supporting activities to eliminate discrimination, advance equality of opportunity and foster good relations as required under the Equality Act  As part of this the School has recently achieved Athena Swan Silver status. All staff receive training in these areas during induction. | | **Q** |
|  | Please detail any exemptions from Regulations, including approved exceptions relating to the semesterised teaching year structure | | None | | **Q** |
|  | Total student effort for the module (this should equal the total no. of hours in 17.1-12, otherwise the missing hours will be added to ‘guided independent study’). NB Every 10 credits should equate to 100 hours of student effort, which includes guided independent study. Hover over each section for a definition. | | **200** | | **B Q SF** |
|  | [Lecture](#Lecture) | | 22 (in person and/or online, inc. synchronous and asynchronous delivery) | |  |
|  | [Seminar](#Seminar" \o "Generally smaller than lectures, seminars give students the opportunity to engage in discussion of a particular topic and/or to explore it in more detail than in a lecture. Includes tutor-, peer-, and student-led classes. Can take place virtually.) | | 22 | |  |
|  | [Tutorial](#Tutorial" \o "Tutorials can be distinguished from seminars by their stronger emphasis on the role of the tutor in giving direction or feedback. Can take place virtually.) | |  | |  |
|  | [Project supervision](#Projectsupervision" \o "This refers to meetings that a student/group of students has with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, e.g. dissertation or extended project. Meetings can take place virtually.) | |  | |  |
|  | [Demonstration](#Demonstration" \o "E.g.s include the demonstration of laboratory skills, clinical skills, performance art, or fieldwork techniques. Can take place virtually.) | |  | |  |
|  | [Practical classes/workshops](#Practical" \o "E.g.s include a laboratory class, recital, artefact handling/identification, language conversation, sports match etc. They might incorporate elements of teaching/guided learning. Are likely to be supervised/observed and usually take place in person. ) | | 22 | |  |
|  | [Supervised time in a studio/workshop/lab](#Workshop" \o "E.g.s include time spent in an art/design studio, or in a rehearsal space like a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Unlikely to take place virtually.) | |  | |  |
|  | [Fieldwork](#Fieldwork" \o "E.g.s include survey work and other forms of data collection, excavations, and explorations. Work might be unsupervised or supervised and supervision could be provided by staff or appointed representatives. Some fieldwork may take place virtually.) | |  | |  |
|  | [External visits](#External) | |  | |  |
|  | [Work based learning/placement](#Workbased" \o "Any learning taking place via an organised work opportunity rather than in a university/college setting, e.g. managed placement or internship. Some supervision/monitoring, e.g. by a mentor in the host organisation likely. Unlikely to take place virtually.) | |  | |  |
|  | [Guided independent study](#Independentstudy" \o "Work students undertake outside the classroom, e.g. reading and research, preparing and writing coursework and other assignments, revision etc.) | | 134 | |  |
|  | Study abroad | |  | |  |
|  | Module description | | | | |
|  | Recommended:   * Providing a short, clear description, indicating the broad topic area covered by the module. This creates room for flexibility, so you do not need to deliver the exact same material every year. * Ensuring that the description is attractive and accessible to prospective students, thus diminishing the need for a separate module description for marketing purposes. * Possibly noting what ‘type’ of module it is, e.g. is it a broad, introductory module or is it a more specialist module that builds on previous learning? * A module description should be approximately 150 words. | | | Not recommended:   * Inclusion of excessive detail regarding the material to be covered in the module. This creates less flexibility to update that material each year. * Outlining the full module syllabus, week-by-week. This creates less flexibility for you to vary your delivery plan each year. * Over-use of technical jargon, which makes the description less accessible to prospective students. | |
| This module will prepare students for physiotherapy practice in acute care and rehabilitation settings as part of a multidisciplinary team. This is a major area of physiotherapy practice and undergraduate physiotherapy students are typically allocated at least one practice-based placement in these settings during the programme.  Students will build upon foundational knowledge developed in Year 1 of the programme (e.g. anatomy and physiology) by applying this knowledge to address typical problems experienced by people with health conditions resulting in hospital admission (e.g. pneumonia, stroke, trauma, surgery), developing common principles and core skills that may then be applied across the care setting. Students will use the International Classification of Functioning, Disability and Health (ICF) as a framework for assessment and intervention when working with people in an acute setting, building on knowledge and understanding gained from the module *Long term conditions and rehabilitation (community)*.  Development of knowledge and skills relevant to varied acute settings will be facilitated by a case-based learning approach built around scenarios which reflect the complexity of current clinical practice. The module has an emphasis on fostering the student’s problem-solving and self-directed learning skills through engaging active-learning approaches and a substantial practical component including clinical simulation. | | | | | **Q** |
|  | Module outcomes: each line should contain a different learning outcome (add or remove rows as necessary). All learning outcomes must be assessed by means of a summative assessment – failure to achieve all stated learning outcomes results in a student’s failure of the module. The QAA publish guidance related to ‘levelness’ in the [Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) and in their [Subject Benchmark Statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements).  By the end of the module students should be able to: | | | | |
|  | Demonstrate knowledge and understanding of common problems experienced by people admitted to hospital with a range of health conditions and the typical recovery/progression trajectories. | | | | |
|  | Demonstrate knowledge and understanding of the role of the physiotherapist in the interprofessional management of people who are acutely unwell. | | | | |
|  | Demonstrate practical knowledge and application of key skills appropriate to the physiotherapy assessment and management of people who are acutely unwell. | | | | |
|  | Demonstrate evidence-informed, person-centred clinical reasoning to provide safe and effective physiotherapy practice in acute settings. | | | | |
|  | Show an ability to adapt practice to varying personal and environmental contexts that may be encountered in acute settings. | | | | |
|  | Opportunities for formative assessment (i.e. assessment that does not produce a mark that contributes to the overall module mark) | The case-based learning approach will provide substantial opportunities for formative feedback.  These cases will form the basis for seminars each week.  As part of these, students will present work in small groups, receiving related feedback.  Practical classes, also involving teaching in small groups, will provide substantial opportunities for formative feedback through the simulation of practice-based scenarios. | | | **Q** |
|  | Method(s) of summative assessment and weighting, e.g. 1hr written unseen examination (50%), 1500 word essay (50%) | Practical assessment, 20 mins (50%)  Written coursework, 1500 words (50%)  No compensation between components | | | **B Q** |
|  | If there is an examination, is it centrally timetabled? | No  *If ‘yes’ is this available for students to take overseas?*  Choose an item. | | | **B** |
|  | If there is an examination, select examination period | N/A - not examined | | | **B** |
|  | [Please describe any internal hurdles](#Internalhurdles)[[5]](#footnote-6) | Both assessments must be passed | | | **B Q** |
|  | Method(s) of reassessment students would be expected to undertake should they fail to pass the module at the first attempt. The reassessment method(s) must enable students to meet the module’s learning outcomes. | Repeat components as required  Practical assessment (50%)  Written coursework (50%)  Internal hurdles remain | | | **B Q** |
|  | Will students come into contact with individuals under 18? | No  *If ‘Yes’, students will have to be subject to a Disclosure and Barring Service (DBS) check before they can commence the module. Please provide details of what arrangements are in place for this here:* | | | **Q** |
|  | Date written/revised | 23/11/2021 | | | **Q** |
|  | Contacts | Module lead: Lucy Gardiner  School/Institute administrative contact: Dr Tom Rochester  College administrative contact: Deborah Downs | | | **B** |

1. Significant module modifications can include any change resulting in the generation of a new module code (changes in title, level, or credits). [↑](#footnote-ref-2)
2. Consideration should be given to whether the proposed proposal/modification will impact on existing and/or prospective students. If so, they may need to be consulted. Please consult the [guidance on making changes to programmes following the intervention of the Competition and Markets Authority](https://intranet.birmingham.ac.uk/as/registry/policy/programmemodule/guidance/CMA.aspx) and the [Policy on Consultation with Students (PDF - 138KB)](https://intranet.birmingham.ac.uk/as/registry/legislation/documents/public/cohort-legislation-2021-22/policy-consultation-with-students-21-22.pdf) for more details. Additionally, it is good practice to seek students’ views on changes to provision. [↑](#footnote-ref-3)
3. College of Arts and Law: 10 for all modules; College of Engineering and Physical Sciences: 10 for undergraduate modules, 5 for postgraduate modules; College of Life and Environmental Sciences: 10 for all modules; College of Medical and Dental Sciences: 10 for all modules; College of Social Sciences: 15 for all modules. [↑](#footnote-ref-4)
4. As a University we are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds and those with protected characteristics according to the Equality Act 2010. All programmes and modules should therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria. Further guidance can be obtained from [Student Services](https://intranet.birmingham.ac.uk/student/equality-and-diversity/Index.aspx). [↑](#footnote-ref-5)
5. 5.5.3 of the [Code of Practice on Taught Programme and Module Assessment and Feedback (PDF - 517KB)](https://intranet.birmingham.ac.uk/as/registry/legislation/documents/public/cohort-legislation-2021-22/cop-taught-prog-assessment-21-22.pdf) states that ‘Where there is more than one assessment contributing to the module mark, principal academic units may specify that particular assessments must be passed in order to pass the module (known as 'internal hurdles'). The weighting of each assessment, or the requirement to pass a particular assessment, must be clearly stated as a percentage of the module mark in the approved module descriptions’. [↑](#footnote-ref-6)