

Module Code:	PHY504
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Module Title:	Professional Placement 2
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Level:	5	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 4 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 to enable students to apply the knowledge and skills in the assessment and treatment of service users. Throughout the placement experience, the student will develop and be able to demonstrate the following skills; 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

At the end of this module, students will be able to		Key Skills	
1	Effectively carry out assessment, goal setting, treatment planning and delivery of an appropriate treatment for a service user, demonstrating an ability to practice under the guidance of a placement educator.	KS1	KS2
		KS3	KS7
		KS8	KS9
2	Develop effective working relationships with service users, carers and staff within a team environment of a placement setting.	KS1	KS2
		KS3	KS7
		KS8	KS9
3	The student will demonstrate adherence to and compliance with the CSP code of members' professional values and behaviours (2011).	KS1	KS2
		KS7	KS8
		KS9	
4	Apply procedures policy and legislation appropriate to the placement setting.	KS4	KS5
		KS6	KS8
		KS9	
5	Demonstrate Physiotherapy theory to underpin 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

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.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 -5	Placement Document	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:

Please refer to Practice Education handbook and Programme handbook.

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.

In preparation for this placement students will attend University for a three-hour workshop working in small groups and pairs. The students will reflect on their thoughts and feelings about the upcoming placement to assist in the planning of their learning outcomes.

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.

