

Programme Specification

PG Cert Rehabilitation

PG Diploma Rehabilitation

(Neurological)

(Musculoskeletal)

(Paediatric Neurological)

(Exercise)

(Posture Management)

MSc Rehabilitation

(Neurological)

(Musculoskeletal)

(Paediatric Neurological)

(Exercise)

(Posture Management)

Valid from: July 2015

Faculty of Health and Life Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University Faculty of Health and Life Sciences
Final award:	MSc Rehabilitation (Neurological) (Musculoskeletal) (Paediatric Neurological) (Exercise) (Posture Management)
Programme title:	Rehabilitation
Interim exit awards and award titles:	PG Cert Rehabilitation PG Diploma Rehabilitation (Neurological) (Musculoskeletal) (Paediatric Neurological) (Exercise) (Posture Management)
Brookes course code:	HC83
UCAS/UKPASS code:	P022524
JACS code:	B900
Mode of delivery:	Face to face
Mode/s of study:	Full time/part-time
Language of study:	English
Relevant QAA subject benchmark statement/s:	
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	20/08/2015

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The MSc Rehabilitation has been successfully running since 2002, offering three pathways: Neurological, Musculoskeletal and Posture Management which builds on to the Course in Posture Management delivered by the Oxford Centre of Enablement. With the formation of the Department of Sport and Health Sciences in 2011 opportunities arose to revalidate the MSc Rehabilitation adding new pathways, which reflect the clinical and research expertise within the Department.

A unique feature of this programme is that it has been developed with the Centre for Rehabilitation which conducts research under three main themes: exercise, rehabilitation and movement. The Centre is underpinned by a strong, well-published research group: the Movement Science Group along with clinical expertise, rehabilitation, knowledge and care of adults and children with neurological conditions. The flagship to the centre is the Clinical Expertise and Rehabilitation (CLEAR) Unit, which enables adults and children living with disability to undertake exercise in a supported environment with clinical expertise and research excellence.

The newly validated programme has been developed with the Centre enabling key rehabilitation researchers and practitioners such as Professor Helen Dawes, Professor Derick Wade and Dr Dido Green to be involved in the programme development and delivery. Expertise and research from the centre has been integrated into the programme into the taught modules and the dissertation. The CLEAR Unit is integral to some of the modules in offering students opportunities to work with adults and children with disabilities.

Modules within the programme have also been developed with the Multiple Sclerosis Society and the ARNI (Action for Rehabilitation from Neurological Injury) Institute, involving service users and carers. This is in line with faculty's commitment to involvement of service users and carers in the delivery of programmes. The MSc is in line with the Faculty's Service User Strategy.

Rehabilitation continues to be a key focus for practitioners and is promoted in a number of key documents in relation to neurological, musculoskeletal, paediatric and exercise rehabilitation for example The International Classification of Functioning, Disability and Health (WHO 2001); The World Report on Disability (WHO 2011); National Stroke Strategy (DOH. 2007); BACPR Exercise Professional's Group Position Statement (BACPR 2012); National Service Framework for Long Term Conditions (DH 2005).

This programme is founded on a belief that rehabilitation is a philosophy of care as well as a process. As a philosophy it calls for professionals to use strategies that are empowering and enabling with the client at the centre. As a process it needs to be active and dynamic, responding to the client's needs. Rehabilitation needs to begin at the onset of an individual's healthcare experience with varying levels of intensity. It is dependent on a collaborative team approach with interventions, which should focus on the individual's changing needs, experiences and personal priorities at any one time. Each individual's experience will be influenced by his or her personal, cultural and spiritual beliefs as well as by their previous experience of health, illness and personal crisis.

In light of these beliefs the aim of this programme is to enable practitioners to examine their own rehabilitation practice in light of the analysis of key concepts and theories. The ICF (International Classification of Functioning, Disability and Health, WHO 2001) a key framework used internationally to guide rehabilitation practice, research and policy, will be used as a framework throughout the programme to enable students to focus on rehabilitation from impairment through to activity and participation levels taking into account contextual factors.

The programme is appropriate for all health, social care and exercise professionals working with different

patient or client groups. Strengths of the programme are the students, being from different professions, working with different patient and client groups and being from a variety of countries which all helps promote a diverse view of rehabilitation. The programme is focused on practice achieved through consistent links of theory to practice, the use of culturally sensitive case studies and input from rehabilitation practitioners and researchers, opportunities to work within the CLEAR (Clinical Exercise and Rehabilitation) unit and link in with current rehabilitation research.

The programme is structured in such a way that it moves from generic content (PG Cert Rehabilitation) with a focus on rehabilitation concepts, pathophysiological aspects, evidence-based rehabilitation, to pathway specific (PG Diploma) content. The pathways enable students to focus on rehabilitation generally, relating that to their own area of practice through the assessments, and then to focus on pathway specific modules, which they can relate to their own practice.

2.2 Aim/s of the programme

There are two central aims to the rehabilitation programme:

1. To provide students with the opportunity to challenge and critically evaluate their multi-professional and uni-professional clinical expertise in order to respond to the current and future needs of health and social care delivery in the field of rehabilitation.
2. To enable students to critically reflect on and challenge knowledge, values and professional strategies in order to:
 - be evidence based experts in the field of neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation, providing effective and evidence based interventions;
 - be reflective rehabilitation practitioners, responsive to the needs of empowered and informed clients, and practising within a sound clinical and ethical reasoning framework;
 - respond to the rehabilitation research agenda and contribute to the body of knowledge thus advancing the profile of rehabilitation:
 - work within a multidisciplinary team, across traditional boundaries and where possible, work in extended rehabilitation roles.

SECTION 3: PROGRAMME LEARNING OUTCOMES

PG Dip students have to achieve PG Cert and PG Dip outcomes. MSc students have to achieve PG Cert, PG Dip and MSc outcomes.

On completion of this programme students will be able to:

3.1 Academic literacy

PG Cert

- Critically analyse, synthesise, and articulate knowledge from a number of sources, integrating theory, policy and research, in a manner that advances their own rehabilitation practice.
- Demonstrate a robust commitment to scholarship and its application to rehabilitation practice.

PG Dip

- Examine and critically analyse neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation and disability practices and articulate the practical application of new knowledge in the context of the workplace.
- Apply specific knowledge gained in the acceptable module to neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation.

MSc

- Examine one particular substantive area, relevant to the advancement of neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation, and demonstrate the significance of the area of investigation to their own practice.

3.2 Research literacy

PG Cert

- Utilise research skills to promote evidence based practice in rehabilitation.

PG Dip

- Demonstrate a rigorous approach to further develop and implement the evidence base to enhance neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation practice.

MSc

- Design and conduct a piece of research to further understanding and develop a specific area of neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation, practice.
- Initiate, plan, and carry out primary or secondary neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation research.

3.3 Critical self-awareness and personal literacy

PG Cert

- Critically discuss own beliefs and concerns about the purpose, nature and challenges of rehabilitation.
- Positively influence collaborative practice for self and others taking into account professional boundaries and the complexity of rehabilitation.

PG Dip

- Explore own attitudes to neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation and disability, reflecting on how they affect collaborative practice.

MSc

- Provide consultation within the area of neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation practice.

3.4 Digital and information literacy

PG Cert

- Participate in online and off campus teaching media to meet learning outcomes of individual modules

PG Dip

- Search for research evidence using digital databases to inform neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation practice.

MSc

- Effectively locate sources of information using systematic search techniques and use these to develop coherent arguments around neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation.

3.5 Global citizenship

PG Cert

- Critically analyse the direct and indirect impact of socio-political drivers at local and national and international level on rehabilitation practice.
- Contribute to local, national and international debate on the development of rehabilitation.

PG Dip

- Critically discuss and debate the national and international context of neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation research.

MSc

- Critically consider ethical and cultural issues in relation to the development of their neurological, musculoskeletal, paediatric neurological, exercise or posture management rehabilitation project.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

All modules are at level 7 and are a combination of blended learning (face to face and on-line delivery) and on-line learning. Students can enrol for individual modules if they do not wish to complete the whole programme.

For the MSc Neurological, Musculoskeletal, Paediatric Neurological and Exercise pathways students need to achieve the modules identified for the PG Cert. and the PG Diploma and the MSc in order to be eligible for the Masters award.

For the MSc Posture Management Rehabilitation, students have to enter with the Course in Posture Management from the Oxford Centre for Enablement. They then need to achieve the modules identified for the PG Diploma and the MSc to be eligible for the award.

The maximum time stated in the Post-Graduate Regulations (Section 5) for the completion of all the modules for a PG Certificate, PG Diploma or MSc is 5 years after the initial registration date.

PG Certificate Rehabilitation

Module Number	Module Name	Status and Credits	Semester
P40610	Rehabilitation: Application of the ICF and related theories and models (blended or on-line learning)	Compulsory: 20 credits	1

P40611	Physiological Bases to Musculoskeletal and Neurological Rehabilitation (blended learning)	Compulsory: 20 credits	1
P40612	The Evidence Base of Rehabilitation Practice (blended learning)	Compulsory: 20 credits	2

PG Diploma Rehabilitation (Neurological) (Musculoskeletal)

Plus the above modules for the PG Cert

Module Number	Module Name	Status and Credits	Semester
P40613	Disability: Individual and Global Perspectives (blended learning)	Compulsory: 20 credits	2
P40617 Sem 1or2	Rehabilitation Research Design and Methods (blended learning)	Compulsory: 20 credits	1 or 2
Plus 1 acceptable module			

PG Diploma Rehabilitation (Paediatric Neurological)

Plus the above modules for the PG Cert

Module Number	Module Name	Status and Credits	Semester
P40615	Paediatric Neurodisability Rehabilitation (on-line or blended learning)	Comp. 20 credits	2
P40617	Rehabilitation Research Design and Methods (blended learning)	Comp. 20 credits	1 or 2
Plus 1 acceptable module			

PG Diploma Rehabilitation (Exercise)

Plus the above modules for the PG Cert

Module Number	Module Name	Status and Credits	Semester
P40614 or P16511	Functional Recovery from Stroke (blended learning)	Alternate comp. 20 credits	2
	Exercise Prescription for Neurological Conditions (blended learning)	Alternate comp. 20 credits	1 and 2 or 2 and 3
P40617	Rehabilitation Research Design and Methods (blended learning)	Comp. 20 credits	1 or 2
Plus 1 acceptable module			

PG Diploma Rehabilitation (Posture Management)

Students enter with the Course in Posture Management from Oxford Centre of Enablement

Module Number	Module Name	Status (All 20 credits)	Semester
P40610	Rehabilitation: Application of the ICF and related theories and models (blended or on-line learning)	Comp. 20 credits	1
P40617	Rehabilitation Research Design and Methods (blended learning)	Comp. 20 credits	1 or 2
Plus 1 acceptable module			

Acceptable Modules

Module Number	Module Name	Status and Credits	Semester
P40613	Disability: Individual and Global Perspectives (blended learning)	Acceptable to all pathways. Comp. for Neuro and Mus. pathways. 20 credits	2
P40614	Functional Recovery from Stroke (blended learning)	Acceptable to all pathways. Alt. comp. for Ex. pathway. 20 credits	2
P16511 Sem. 1 and 2 or 2 and 3	Exercise Prescription for Neurological Conditions (blended learning)	Acceptable to all pathways. Alt. comp. for Ex. pathway. 20 credits	1 and 2 or 2 and 3
P40615 Sem. 2	Paediatric Neurodisability Rehabilitation (on-line learning or blended learning)	Acceptable to all pathways. Comp. for Paed pathway. 20 credits	2
P40616 Sem. 2	Supporting People with Long Term Neurological Conditions (on-line learning)	Acceptable to all pathways. 20 credits	1
P49204 Sem. 1	Occupational Therapy: New Perspectives (on-line learning)	Acceptable to all pathways. 20 credits	1
P40212 Sem. 1	Advanced Communication and Supportive Relationships (blended learning)	Acceptable to all pathways. 20 credits	1
P40214 Sem. 2	Advanced Symptom Management (on-line learning)	Acceptable to all pathways. 20 credits	2
P49214	Independent Study	Acceptable to all pathways. 20 credits	1, 2 or 3
P49213	Workbased Learning	Acceptable to all pathways. 20 credits	1, 2 or 3

MSc Rehabilitation (Neurological) (Musculoskeletal) (Paediatric Neurological) (Exercise) (Posture Management)

Plus the above modules for the PG Cert and PG Dip for the chosen pathway

Module Number	Module Name	Status and credits	Semester
P40699	Rehabilitation Dissertation	Compulsory: 60 Credits	1, 2 and 3 or 2, 3 and 1

4.2 Programme requirements for progression and award.

For the MSc Rehabilitation (Neurological, Musculoskeletal, Paediatric Neurological or Exercise pathways) students need to achieve the modules identified for the PG Cert. Rehabilitation and the PG Diploma for their specific pathway and the MSc in order to be eligible for the award. Students can exit with a PG Cert Rehabilitation, PG Diploma Rehabilitation (Neurological, Musculoskeletal, Paediatric Neurological or Exercise) or MSc Rehabilitation (Neurological, Musculoskeletal, Paediatric Neurological or Exercise).

For the MSc Rehabilitation (Posture Management), students have to enter with the Posture Management Course from the Oxford Centre for Enablement. They then need to take the modules specified for Posture Management pathway to be eligible for the MSc.

There are no pre-requisites for any of the modules. However, students are recommended to take the Rehabilitation Research module before or alongside the Dissertation module. Generally students taking the programme full-time will all take the compulsory modules for their pathway at the same time.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The teaching, learning and assessment strategy of the programme mirrors the key elements of rehabilitation identified in section 2.1, namely collaborative and multi-disciplinary working, a focus on the individual's needs from the level of impairment to participation, taking into account contextual and personal factors. The teaching, learning and assessment strategies are therefore intended to promote an interprofessional, patient-centred and practice-focused approach to rehabilitation.

Opportunities for sharing existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, a variety of teaching and learning strategies will be employed including on-line activities, group work, seminars, presentations of research papers, debates, case studies, discussion with practitioners.

The following strategies will be used to promote student focused learning and will help develop the specified graduate attributes:

- Critical self-reflection is encouraged as a means of enabling students to keep a focus on the development of individual practice (critical self-awareness and personal literacy).
- Students will have opportunity to negotiate the specific details of some assessments to ensure that they are relevant to the development of their rehabilitation practice (academic literacy).
- Tutorials are used to develop the student's focus on their own practice, and their own learning needs (critical self-awareness and academic literacy).
- Group activities are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the inter-professional nature of health care (academic literacy, critical self-awareness and personal literacy, global citizenship).
- Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments (academic literacy).

There are a variety of assessments across the programme which are the equivalent of 3,500 words for a single module. Students have the flexibility to choose a topic in the assessments that relate to their own profession and area of practice. Principles of the assessment compact are incorporated into the programme for example all modules having a formative assessment; students receive timely feedback on their coursework; students have the opportunity to discuss their assessments with the module team. Module assessments and content meet the graduate attributes and learning outcomes.

Technology-enriched learning is utilised in all the modules with the support of the Moodle learning platform in Brookes Virtual. Some modules are delivered totally on-line and other modules are blended learning with a combination of face-face and on-line delivery. Learning through technologies continues to advance and develop, enabling the use of contact time 'in the classroom' to be used more prudently. An example of this is the 'flipped classroom' approach (Bergmann & Sams 2012) which will be used in some of the modules. This approach effectively inverts the traditional method of teaching by placing emphasis on pre session online learning with application and consolidation becoming a classroom activity. An example of this is in the Rehabilitation Research module where students will learn research theory on-line and then come together for face-face practical research workshops.

5.2 Assessment regulations

The programme conforms to the University Regulations for Postgraduate Taught Programmes.

The Core Academic Regulations for Taught Programmes can be found at <http://www.brookes.ac.uk/Regulations/Current/Core/A1/>

Postgraduate Taught Programmes can be found at <http://www.brookes.ac.uk/Regulations/Current/Specific/B4/>

These post graduate regulations should be read in conjunction with the University's Core Academic Regulations.

In the event of a conflict of regulation and unless the Academic Board has specifically approved the variant regulation before its introduction, the University's Core Academic Regulations take precedence.

SECTION 6: ADMISSIONS

6.1 Entry criteria

Admission processes are guided by the University's Admissions and Equal Opportunities Policies. <http://www.brookes.ac.uk/Regulations/Current/Core/A2/>

Entrants to the programme should possess the following:

A UK or overseas degree from a recognised institution or an equivalent professional or other qualification. Normally the qualification should be in a subject related to rehabilitation.

Normally registration as a Health, Social Care or Exercise professional acceptable to the relevant UK professional body.

The general principle is that there should be a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Applicants whose home language is not English must demonstrate that their level of English is appropriate for study at postgraduate level. In addition to the academic entry qualifications, applicants must have one of the following or an equivalent qualification acceptable to the University as set out in the list produced by the International Centre for English Language Studies (ICELS):

(i) British Council IELTS: level 6.5 or above

(ii) Cambridge Certificate of Proficiency in English; grade A or B;

(iii) O-level English Language or GCSE English Language: grade A or B;

(iv) Oxford Brookes University English Language Level 4 – pass.

It is possible for a student to enter the programme with prior credit for previous studies undertaken at Oxford Brookes University or other institutions or with accreditation or prior experiential learning (APEL), providing this meets the requirements and practices established by the School and Oxford Brookes University for APEL credit.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

A variety of support is available for students consisting of:

- Induction to the programme

- Allocation to academic advisor who supports the students' progress through their programme
- Student support coordinators who provide advice and guidance on student issues
- Module leaders who are responsible for the quality of learning and support in modules
- Upgrade: the University's study advice service for advice on study skills
- Library facilities including electronic sources such as e-books, e-journals.
- The Student Disability Service who provides advice and support for students with disabilities
- The Students' Union who offer a range of welfare services and support structures
- An Academic and Cultural Orientation Programme (ACOP) to orientate international and EU students to the culture of the University

SECTION 8: GRADUATE EMPLOYABILITY

The programme will help students develop their own professional practice, enabling them to deal with rehabilitation issues using a critical problem-solving approach based on research and theoretical perspectives and models. This has enabled past students to move into leadership roles and specialist type roles, to move into specialist rehabilitation units or settings, or move into education or research-type roles.

SECTION 9: LINKS WITH EMPLOYERS

- Rehabilitation practitioners and researchers from local rehabilitation services participate in the seminars.
- Students are able to relate the course assignments to their work area.
- The Work Based Learning module, which is an acceptable module, enables students to gain recognition and academic credit for learning gained through professional practice or employment.

SECTION 10: QUALITY MANAGEMENT

This programme meets the indicators of quality identified by the Faculty and University, which are in line with the expectations of QAA UK Quality Code for Higher Education.

Quality assurance is essential in maintaining the quality of the teaching and learning being offered to students, as well as the development of the programme. The processes occur at the end of semesters with module evaluations, at the end of the year with Annual Review and after five years with a periodic review.

Staff and students alike evaluate the modules, as perceptions of the content, learning outcomes, teaching and learning approaches and assessments are integral to the process of monitoring the programme. Staff are required to conduct an evaluation of student opinion using an on-line module evaluation form. The data is summarised centrally and the module leader uses this data in the formation of their module report, which must include an action plan for the next run of the module. These reports are tabled at the Programme Committee in the semester after the module was taught, as well as within the Annual Review. By monitoring the programme at individual module level, areas of concern can be identified and quickly acted upon, whilst examples of good practice can also be identified and shared with other module leaders.

An external examiner is appointed for the programme. Their role is to assure academic rigour and equity of treatment in assessment which contributes to the student's final award. The external examiner will see agreed samples of student's work from the modules and provide advisory comments on the standard of marking for the module team to act upon during the following year. External Examiner reports are located on PIP.

References

Bergmann J & Samms A (2012) *Flip your classroom: Reach every student in every class every day*. USA: ISTE.

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