

## MSc Rehabilitation Studies with Specialism in: Continence for Physiotherapists, Musculoskeletal Physiotherapy, or Physiotherapy in Women's Health – Programme Specification

<https://www.bradford.ac.uk/courses/pg/rehabilitation-studies-continence-for-physiotherapists/>

<https://www.bradford.ac.uk/courses/pg/musculoskeletal-physiotherapy-practice/>

<https://www.bradford.ac.uk/courses/pg/physiotherapy-womens-health/>

Programme Catalogue	
<b>Academic Year</b>	2022/23
<b>Degree Awarding Body</b>	The University of Bradford
<b>Programme Accreditation</b>	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)
<b>Target Degree Awards at Framework for Higher Education Qualifications (FHEQ) Level 7</b>	Degree of Master of Science in Rehabilitation Studies (Continence for Physiotherapists); MSc Rehabilitation Studies (Musculoskeletal Physiotherapy); MSc Rehabilitation Studies (Physiotherapy in Women's Health)
<b>Interim/Exit Diploma Awards at FHEQ Level 7</b>	Postgraduate Diploma in Rehabilitation Studies; PGDip Continence for Physiotherapists; PGDip Musculoskeletal Physiotherapy; PGDip Physiotherapy in Women's Health
<b>Interim/Exit Certificate Awards at FHEQ Level 7</b>	Postgraduate Certificate in Rehabilitation Studies; PGCert Continence for Physiotherapists; PGCert Musculoskeletal Physiotherapy; PGCert Physiotherapy in Women's Health
<b>Programme Duration</b>	Part-time study of 12 months (PGCert), 24 months (PGDip) or 36 months (MSc)

### Minor Modification Schedule

- (v1) March 2018: Updated module titles and support services information
- (v2) April 2019: Updated the curriculum table to reflect the School's portfolio of modules, minor typographical corrections
- (v3) February 2020: Updated module availability for 2020/21 year, corrected programme titles and added missing awards
- (v4) August 2020: Extended completion dates to allow for COVID-19 interruption to studies, added details of blended learning and assessment offer, increased clarity around final Stage and Work Based Project, finalised module availability for 2020/21 year
- (v5) February 2021: Specification reformatted and made accessible
- (v6) July 2021: Annual changes for 2021/22 academic year – curriculum, availability and a campus based student experience with online elements. Reincorporated details of the unendorsed pathways
- (v7) Feb 2022: Annual changes for 2022/23 academic year

**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.

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## Introduction

The University of Bradford's Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the Yorkshire and Humber Region and wider. The Faculty focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

The School of Allied Health Professions and Midwifery offer a number of certificated postgraduate programmes grouped as Rehabilitation Studies, which address the continuing professional development needs of physiotherapists. Awards are normally undertaken on a part-time basis. 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 and who continue via a Postgraduate Diploma may choose the final award of MSc Rehabilitation Studies (Physiotherapy in Women's Health).

Learning and Teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on service user safety, risk assessment and risk management within a clinical governance context.

As a UK student the programme of study will not only focus on research informed knowledge and understanding but will also extend the students skills and competence in practice. A student's chosen programme of study and the collection of modules students may choose to study will contextualise their learning and address the aims and learning outcomes for the programme. There is a choice of methodologies within the final dissertation module. Options for primary research, systematic literature review or work-based learning projects. For example, students are encouraged to shape their own focus of study within the module aims and learning outcomes by learning the principles being taught and applying them to their own professional/employment area.

These programmes do 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. 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.

## **Programme Aims**

**The Postgraduate Certificate and Postgraduate Diploma programmes are intended to:**

- 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 in students 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 a student's skills required for life-long learning and professional development.
- A9 Develop critical perspectives on research and knowledge development in Rehabilitation Studies.

**Additionally, if students undertake a Masters dissertation, the programme intends to:**

- 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:**

- P1 Develop a detailed knowledge and understanding of the literature that relates to the field of rehabilitation.

- P2 Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles to the field of rehabilitation.
- P3 Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with rehabilitation.
- P4 Reflect upon and demonstrate knowledge of values and ethical thinking and demonstrate proficiency within the field(s) of rehabilitation.
- P5 Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.
- P6 Demonstrate management and leadership through effective communication, problem solving, and decision making.
- P7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
- P8 Demonstrate the ability to use IT skills to gather and synthesise information, to access programme materials.
- P9 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:**

- P10 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:**

- P11 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research.
- P12 Design, undertake and report on either a systematic review, a piece of empirical research or work-based project that contributes to or extends the body of knowledge for their field of practice.

## **Learning and Teaching Strategy**

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 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 postgraduate portfolio 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.

Whilst following this programme of study, students will engage with learning through a range of teaching methods. This will include a mixture of face to face, on campus learning which may be complimented with some online learning which could 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 student's 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 teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, 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:

- **Lectures:** face to face or online to a group of students where information will be presented and discussed whilst informed by the core values.
- **Facilitated seminars and group discussion:** face to face or online 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 in light of theory and best practice, and then reported on
- Use of Web based **virtual learning environments**, such as video analysis or our Canvas platform, to access information and to interact with other students undertaking group work
- **Distance learning packages** where clearly defined directed study and tasks are available for the student to undertake
- **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
- **Undertaking a work-based project or a research module** which is shaped by their own 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 against the learning outcomes and programme aims through the use of a range of different assessment techniques. 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. They may include one or more of the following approaches:

- Written essay
- Reflective case study
- The development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination
- Seminar presentation /viva
- Objective structured clinical examination (OSCE/OSPE)
- Written project report
- Completion of a dissertation
- Research paper/executive summary

## Curriculum

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

The curriculum may change, subject to availability, public health conditions, and the University's programme approval, monitoring and review processes.

## Postgraduate Certificate Stage Curriculum

### Rehabilitation Studies

Students may select any 60 credits from the following list, or choose a specialist pathway towards a named award by selecting specific modules. The awards of the Rehabilitation Studies programmes DO NOT CONFER ELIGIBILITY TO REGISTER WITH THE HCPC.

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PAR7001-C	Physiotherapy Management of Spinal Dysfunction	Option	30	7	Semester 1
PAR7002-C	Physiotherapy Management of Peripheral Joint Dysfunction - upper limb	Option	30	7	Semester 2
PAR7003-C	Physiotherapy Management of Peripheral Joint Dysfunction - lower limb	Option■	30	7	Semester 2
PAR7005-C	Contenance Theory for Physiotherapists	Option	30	7	Semester 2
PAR7006-C	Contenance Practice for Physiotherapists	Option	30	7	Semester 3
PAR7007-C	Practice of Physiotherapy in Women's Health	Option	30	7	Semester 3
PAR7008-C	Theory of Physiotherapy in Women's Health	Option	30	7	Semester 2

■ PAR7003-C is not running during the academic year 2022/23.

Students will be eligible to exit with the FHEQ Level 7 award of **Postgraduate Certificate in Rehabilitation Studies** if they have successfully completed 60 credits and achieved the award learning outcomes.

### Contenance for Physiotherapists Specialism

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PAR7005-C	Contenance Theory for Physiotherapists	Core	30	7	Semester 2
PAR7006-C	Contenance Practice for Physiotherapists	Core	30	7	Semester 3

Students will be eligible to exit with the FHEQ Level 7 award of **Postgraduate Certificate in Continence for Physiotherapists** if they have successfully completed 60 credits, achieved the award learning outcomes and including the core modules indicated for the named specialism.

### Musculoskeletal Physiotherapy Specialism

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PAR7001-C	Physiotherapy Management of Spinal Dysfunction	Core	30	7	Semester 1
PAR7002-C	Physiotherapy Management of Peripheral Joint Dysfunction - upper limb	Option	30	7	Semester 2
PAR7003-C	Physiotherapy Management of Peripheral Joint Dysfunction - lower limb	Option■	30	7	Semester 2

■ PAR7003-C is not running during the academic year 2022/23.

Students will be eligible to exit with the FHEQ Level 7 award of **Postgraduate Certificate in Musculoskeletal Physiotherapy** if they have successfully completed 60 credits, achieved the award learning outcomes and including the core modules indicated for the named specialism.

### Physiotherapy for Women's Health Specialism

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PAR7008-C	Theory of Physiotherapy in Women's Health	Core	30	7	Semester 2
PAR7007-C	Practice of Physiotherapy in Women's Health	Core	30	7	Semester 3

Students will be eligible to exit with the FHEQ Level 7 award of **Postgraduate Certificate in Physiotherapy for Women's Health** if they have successfully completed 60 credits, achieved the award learning outcomes and including the core modules indicated for the named specialism.

### Postgraduate Diploma Stage

In addition to the modules studied for their Postgraduate Certificate, students studying for the 120-credit Postgraduate Diploma select 2 options from the following list. Alternatively, students may study further modules from the PGCert **Rehabilitation Studies** list. This may make them eligible for an alternative named Diploma award to their Certificate.

Students aiming to progress to the MSc stage and conduct research undertake the Faculty's taught 30 credit Research Methods and Data Analysis module to prepare for the Dissertation.

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
LEM7011-C	Leadership for Advanced Practitioners	Option	30	7	Semester 1 or Semester 2
RES7016-C	Research Methods and Data Analysis	Option	30	7	Semester 1 or Semester 2
HES7004-C	Independent Study	Option◇	30	7	Semester 1 or Semester 2
PAR700_-C	Any Postgraduate Certificate Stage module not previously studied	Option	30	7	Semester 2 or Semester 3
PAR700_-C	Any Postgraduate Certificate Stage module not previously studied	Option	30	7	Semester 2 or Semester 3

Students will be eligible to exit with the FHEQ Level 7 award of **Postgraduate Diploma** if they have successfully completed 120 credits, achieved the award learning outcomes, and including any core modules indicated for the named specialism:

- **PGDip Contenance for Physiotherapists**
- **PGDip Musculoskeletal Physiotherapy**
- **PGDip Physiotherapy for Women's Health**
- **PGDip Rehabilitation Studies**

The awards of the Rehabilitation Studies programmes DO NOT CONFER ELIGIBILITY TO REGISTER WITH THE HCPC.

## Masters Stage

The Final Stage 60 credit research module for the award of Master's will require you to complete a dissertation.

Students who may be eligible for two of the named awards before Master's level will specialise in one of the three pathways for their final stage.

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
RES7017-E	Dissertation	Option*	60	7	Semester 1 or Semester 2

\* RES7016-C must have been studied and completed before taking this module.

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

- **MSc Rehabilitation Studies (Contenance for Physiotherapists)**

- **MSc Rehabilitation Studies (Musculoskeletal Physiotherapy)**
- **MSc Rehabilitation Studies (Physiotherapy for Women's Health)**

The awards of the Rehabilitation Studies programmes DO NOT CONFER ELIGIBILITY TO REGISTER WITH THE HCPC.

## Assessment Regulations

This Programme conforms to the standard University Postgraduate Assessment Regulations which are available at the link <https://www.bradford.ac.uk/regulations/>. However, there are 2 exceptions to these regulations:

1. Students must achieve a minimum of 40% in each 30-credit module which make up their award.
2. All components and elements of module assessment must also be achieved at 40%.

## Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

### Academic Admission Requirements

As the programme is taught in English, all applicants must have GCSE Grade 4 (Grade C) in English or in an equivalent Level 2 or Level 3 English qualification.

We specifically require that all applicants have a first degree in Physiotherapy, an equivalent professional NVQ Level 6 award or a relevant postgraduate qualification.

### Professional Admission Requirements

In addition to meeting the academic requirements, candidates should:

- Be currently registered with the Health and Care Professions Council
- Normally have two years relevant clinical experience.
- Have access to a relevant clinical caseload whilst undertaking modules that include a practice element.

### International Students

Admissions are open to international students **only where** they are currently registered with the HCPC. We cannot accept UK based students who are only registered with overseas professional bodies.

For information on what qualifications are equivalent to the Academic Admission Requirements listed above, visit the Entry Requirements page for your country by visiting: <https://www.bradford.ac.uk/international/country/>

Candidates for whom English is not a first language must either have studied previously at Bachelor's degree level or above in English or have an IELTS score of 6.5 or equivalent in another test accepted by the University. If you do not meet the IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre:

[www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/](http://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/)

**Please note:** this admissions information relates to the contemporary recruitment cycle when this document was published. The entry requirements may be different for the current cycle. Visit the course page of one of the specialisms to check:

<https://www.bradford.ac.uk/courses/pg/rehabilitation-studies-continence-for-physiotherapists/>

<https://www.bradford.ac.uk/courses/pg/musculoskeletal-physiotherapy-practice/>

<https://www.bradford.ac.uk/courses/pg/physiotherapy-womens-health/>

## Skills and Resources Information

The University of Bradford has computers with internet and word processing facilities available to students across a number of locations. However, for postgraduate students it is advisable that they 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 course. A limited number of laptop loans are available via the University Library. The University of Bradford Academic Skills Service can support students in developing skills needed to support their studies.

The Disability Office can provide support to students who have a disability, including pre-application. Dyslexia screening is also available. For further information please see <https://www.bradford.ac.uk/disability/before/>

## Recognition of Prior Learning

Applications are welcome from students with non-standard qualifications or returners to study (those over 25 years of age on entry) with significant relevant experience. 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.

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 exemptions from specified modules or parts of the programme. Where there is a difference in credit volume the 10 credit Independent Studies module may be used to ensure the correct volume of credit is achieved.

To find out more about our RPEL and RPCL processes and for next steps visit:

<https://www.bradford.ac.uk/teaching-quality/prior-learning/>