Form CP2-2013   Form Approved by LTC 30.01.2013

UEA

University of East Anglia

LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and
MINOR AMENDMENTS
with <u>NO</u> RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance `CP-2013` to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? *note 1*	If no, please give existing course code
Pre-registration MSc Physiotherapy and Occupational Therapy		N	T1B164202 & T1B930202
School(s) of study & Faculty			
School of Health Sciences (HSC)			
Proposer & proposer's school			
Jon Larner (HSC)			
Proposed start date (of new course or of changes)			*note 2*
February 2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form *note 3*		Y	

This form is in 5 parts:

Part 1   **Summary and Rationale**
Part 2   **Impact Assessment**
Part 3   **Academic Case including Programme Specification**
Part 4   **Key Information Set (KIS) data**
Part 5   **Approvals and Notification**

The initiator is responsible for completing <u>parts 1-4</u>

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	**a**	**SCHOOL(S) OF STUDY**	HSC	
	b	**FACULTY or FACULTIES**	FMH	
note S1c	**c**	**JOINT COURSE?** (ie owned/taught by more than one School)	**YES**	
			NO	✓
	d	**NAME OF COURSE DIRECTOR** (Home School)	Jon Larner (Physiotherapy) Anne Killett (Occupational Therapy)	
	e	**NAME OF DEPUTY COURSE DIRECTOR** (partner School, for Joint Courses only)	N/a	
S2 *note S2a*	**a**	**COURSE TITLE**	Pre-registration MSc Physiotherapy	
note S2b	**b**	**COURSE CODE**	T1B164202 (Physiotherapy) & T1B930202 (Occupational Therapy)	
	c	**AWARD**	**MSc**	
note S2c & S2d	**d**	**EXIT AWARD(S) AND TITLE(S)**	• Postgraduate Certificate in Rehabilitation Studies (60 credits) • Postgraduate Diploma in Rehabilitation Studies (120 credits) NB: Registration with the HCPC cannot be conferred through these exit awards.	
	e	**FULL/PART-TIME (please specify)**	Full time	
	f	**LOCATION (UEA Norwich, UEA London, Distance Learning)**	UEA	
	g	**AVAILABLE FROM:**	February 2016	
S3 *note S3a* *note S3b*	**a**	**PROFESSIONAL AWARD (if any)**	Eligibility to apply for HCPC registration to practice as a physiotherapist or as an occupational therapist	
	b	**ACCREDITING/VALIDATING BODY (if relevant)**	Programmes validated for physiotherapy and occupational therapy respectively by Health & Care Professions Council (HCPC). Programmes accredited respectively by The Chartered Society of Physiotherapy and the College of Occupational Therapists.	
		Website (URL)	https://www.uea.ac.uk/study/postgraduate/taught-degree/detail/msc-physiotherapy https://www.uea.ac.uk/study/postgraduate/taught-degree/detail/msc-occupational-therapy	

		Date when accreditation/ validation may take place	UEA quinquennial review and approval confirmed - July 9th 2015. HCPC revalidation process underway. College of Occupational Therapy re-accreditation review - 9th July 2015. The Chartered Society of Physiotherapy re-accreditation underway.	
S4 *note S4*	**LEVEL**	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	✓	
		Other postgraduate (please specify)		
S5 *note S5a*	**a**	**DURATION** (years or months)	2 years	
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	Full time	

S6 *note S6*	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES	✓	NO	
		If YES, does this conform with the UEA's code of practice on placements?			Yes

S7 *note S7*	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	QAA benchmark statements for Physiotherapy and Occupation Therapy
S8 *note S8*	**ENTRY REQUIREMENTS**	Physiotherapy - BSc (Hons) at 2.1 or above, Degree Subject: Human Biology, Sports Science, or related subject. Occupational Therapy – BSc (Hons) at 2.1 or above from a recognised higher education institution. Must also have a strong profile of secondary qualifications in arts and sciences (A-level or equivalent). Special Entry Requirements: You must have graduated within the last 10 years (currently under review and may change to 5 years).
S9	**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case	
S10	**UCAS ADMISSION CODE / COURSE CODE** To be completed by the Planning Office following approval of the Business Case	
S11 *note S11*	**FURTHER INFORMATION** available via…	
S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website / other publicity) **NB** Please include employability prospects/career possibilities	

note S12

Physiotherapy

When you study **Physiotherapy** at UEA you are choosing an exciting and rewarding caring profession that focuses on developing extraordinary partnerships with people and helping to make lasting, positive changes in their lives.

Read our graduate story – This is currently on the web site and remains suitable.

Physiotherapy has been defined as, "A health care profession concerned with human function and movement and maximizing potential. It uses physical approaches to promote, maintain and restore physical, psychological and social well-being, taking account of variations in health status. It is science based, committed to extending, applying and evaluating and reviewing evidence that underpins and informs its practice and delivery. The exercise of clinical judgement and informed interpretation is at its core.'' (CSP, 2002)

Primarily using skills of manual therapy, therapeutic exercise and electro physical modalities, physiotherapists work with individuals in the management of a broad range of physical problems. Core areas of physiotherapy include, Neuromuscular, Musculoskeletal, Cardiovascular and Respiratory therapy. They extend into acute, primary, private and public sector health and social care. Working in areas of physical, mental and public health. Settings include: hospitals, primary health care, social services, industry, prisons, individual homes, schools, armed forces and private practice.

Physiotherapists work with people of all ages based on a sound knowledge of clinical sciences that underpin human function and dysfunction, particularly related to movement. The focus of practice is on the individual needs of each client or client group, taking account of the influence of specific psychological, cultural and social factors in the context of care. This includes consideration of the needs and abilities of others involved with the client, including carers and other health and social care workers. Physiotherapists will also use their expertise to advise and teach groups, promoting health within the whole community.

The strength of the MSc programme is enhanced through a shared learning ethos between physiotherapy and occupational therapy students, which reflects the importance of interdisciplinary working. There is a strong focus on evidence-based practice and students have the opportunity to work with a member of faculty on their area of specialist interest, either on a research project involving empirical data collection and analysis, secondary analysis or on a structured literature review.

Physiotherapy training at the UEA – a life-changing career

The whole programme adopts an enquiry-based learning (EBL) ethos focused on student-centred independent learning, problem solving and decision making, which is facilitated over the two years of the programme. There is an evolving level of complexity; from engaging with straightforward case scenarios that develop baseline theoretical and therapeutic understandings, through to complex scenarios addressing a range of service development needs.

Integral to the programme are the **Practice placements** where students will undertake:

- One Level 1 (7 week) block in year 1
- One Level 2 (7 week) block in year 2

- Two Level 3 blocks in year 2 (one 7 week and one 8 week).

The first year **Physiotherapy Professional Practice M61X** module focus is on the central theme of the restoration, maintenance and improvement of peoples function and movement. The module develops these physiotherapy skills through the core areas of the profession: Neuro musculoskeletal and cardio vascular respiratory rehabilitation. The learning materials and activities will help students to contextualise areas of UK health and social care policy and practice. The first subject block will be followed by a 7 week practice placement. This will link creatively to the Neuro musculoskeletal teaching. The module exists to develop both an understanding of the scientific basis of human movement and function along with competence in a range of physiotherapeutic interventions aimed at assessing and restoring function. The subject blocks will be delivered in the enquiry-based learning (EBL) format.

Professional Development M63X module will frontload academic writing skills, critical appraisal skills, journal club activities, team working, professional communication, and presentation skills. The professional development learning informs the EBL trigger material and will encourage the development of reflective skills through engagement with a range of reflective tools. Students will reflect on what professionalism means and map their progress using the UEA Professionalism Charter. Students will be facilitated to identify transferrable employability skills and in particular their emerging leadership skills.

The first year **Research M64X** module aims to ensure that students are able to engage with the evidence base for their professional practice to become confident consumers of research evidence and incorporating the evidence base into their professional practice. They will have sufficient experience of research methods to carry out research or audit in clinical or academic environments.

The content of the **Human Sciences M65X** module addresses the foundation anatomical, physiological, sociological and psychological sciences. The learning is closely aligned to professional practice and so the learning will be applied through EBL activities

The second year **Physiotherapy Professional Practice M66X** continues to build on the transferable skills developed in module 1 within the current health and social care contexts. It introduces the subject blocks of neurological rehabilitation and physical activity and health promotion. The module has 3 placement blocks. Each of these will be supported by prior learning ensuring strong theory practice links. The final placement will be an 8 week personal development placement, which the student will negotiate with their personal advisor to meet their requirements for transition to qualified practitioner. The module draws upon the student's use of creative management strategies for clients in a variety of clinical settings. It will encourage the students to develop avenues of emerging scope of practice through a subject block entitled physical activity and health promotion. The subject blocks will continue to be delivered in the EBL format.

The **Professional development 2** module (code tbc) will continue to draw upon the student's use of CPD tools, quality measures and service development tools as they move towards the transition from student to qualified practitioner. The final EBL blocks are shared with the OT students and have a strong focus on the professional skills required for this transition, drawing on the student's experience of practice placement.

On completion of the **Research 2 M68X** module students will be equipped to contribute to a culture of enquiry within their profession and more widely in health and social care. They will have direct experience of the design and delivery of research so that they can make a significant contribution to developing and potentially delivering

the research agenda.

Occupational Therapy

Why choose to study for an MSc degree in Occupational Therapy?

When you study **Occupational Therapy** at UEA you are choosing an exciting and rewarding caring profession that focuses on developing extraordinary partnerships with people and helping to make lasting, positive changes in their lives.

Occupational therapists view people as occupational beings. People are intrinsically active and creative, needing to engage in a balanced range of activities in their daily lives in order to maintain health and wellbeing. People shape, and are shaped by, their experiences and interactions with their environments. They create identity and meaning through what they do and have the capacity to transform themselves through premeditated and autonomous action. The purpose of Occupational Therapy is to enable people to fulfil, or to work towards fulfilling, their potential as occupational beings. Occupational therapists promote function, quality of life and the realisation of potential in people who are experiencing occupational deprivation, imbalance or alienation. They believe that activity can be an effective medium for remediating dysfunction, facilitating adaptation and recreating identity.

Occupational therapists work with people of all ages who are experiencing physical, mental and social difficulties and learning disabilities, and with their carers. Occupational therapists have begun to work in non-statutory settings, such as with homeless people and asylum seekers, seeking to enable individuals and communities to establish ways of living that are personally meaningful and sustainable.

Occupational therapists work as members of interdisciplinary and inter-agency teams in a range of different settings including hospitals, community health and social care services, industry, schools, prisons, individual homes, voluntary agencies and private practice. They work with planners of social opportunity and change.

The strength of the programme is enhanced through a shared learning ethos between physiotherapy and occupational therapy students, which reflects the importance of interdisciplinary working. Students have the opportunity to work with a member of faculty on their area of specialist interest, either on a research project involving empirical data collection and analysis or secondary analysis, or on a structured literature review.

Occupational Therapy training at the UEA – a life-changing career

The whole programme adopts an enquiry-based learning ethos focused on student-centred independent learning, problem solving and decision making, which is facilitated over the two years of the programme. Complexity increases; from engaging with straightforward case scenarios to develop the basis of theoretical and therapeutic understandings, through to complex scenarios addressing service development needs.

Integral to the programme are the **Practice placements** where students will undertake:

- One Level 1 (7 week) block in year 1
- One Level 2 (7 week) block in year 2
- One Level 3 (7 week) block in year 2
- One Level 3 (8 week) block in year 2.

The first year **Occupational Therapy Professional Practice M62X** module focuses

on the central theme of occupation. It supports the students to learn core principles, knowledge and skills of occupational therapy for practice in current contexts, preparing them to engage in professional practice as students. The module is structured around the human experience of occupation, deepening understanding of this concept through the module, beginning with the relationship between occupation and well being and moving through to facilitating occupation. The occupational therapy Enquiry Based Learning experiences (EBLs) will therefore be grouped in themes, based on occupational concepts. The OT EBLs will be grouped into 5 blocks throughout the programme, with the following 3 blocks in the first year module:

1.   Humans as occupational beings

2.   Occupation in practice

3.   Occupational disruption

Each of the blocks will have 4 EBL fortnights, except for the first, which will have 3 EBL fortnights. The students will be able to clearly track and articulate their developing understanding of occupation as a concept, it's centrality in occupational therapy practice and the relationship between occupational science and occupational therapy. The learning outcomes will be mapped clearly with the theme for each block, supporting the students on their learning journey to complex concepts and practices. For each block the same member of staff will facilitate the EBL experience.

Understanding of occupational therapy will be informed by relevant biopsychosocial theory covered in the Human Sciences module, supported by the exploration of the evidence base in the Research 1 module and complementary to a developing sense of professionalism (Professional Development module). Learning will be contextualised in contemporary and emerging health, social and community environments.

Professional Development M63X module will frontload academic writing skills, critical appraisal skills, journal club activities, team working, professional communication, and presentation skills. The professional development learning informs the EBL trigger material and will encourage the development of reflective skills through engagement with a range of reflective tools. Students will reflect on what professionalism means and map their progress using the UEA Professionalism Charter. Students will be facilitated to identify transferrable employability skills and in particular their emerging leadership skills**.**

The first year **Research M64X** module aims to ensure that students are able to engage with the evidence base for their professional practice to become confident consumers of research evidence and incorporating the evidence base into their professional practice. They will have sufficient experience of research methods to carry out research or audit in clinical or academic environments.

The content of the **Human Sciences M65X** module addresses the foundation anatomical, physiological, sociological and psychological sciences. The learning will be closely aligned to professional practice and so the learning will be applied through EBL activities

The second year **Occupational Therapy Professional Practice M67X** continues to focus on the central theme of occupation. The module draws upon the student's use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning and creative management strategies for clients in a variety of clinical setting. The students' practice placement settings will provide, through negotiation with health trusts, social care services and other providers, opportunities to experience a wide range of settings

developing transferable clinical, reflective and managerial skills to prepare them to for the modern health and social care setting. The approach to learning will continue to be EBL, with two blocks on the following themes:

Occupational deprivation

Building occupational science and developing occupational practice

The **Professional Development 2** module (code tbc) will continue to draw upon the student's use of CPD tools, quality measures and service development tools as they move towards the transition from student to qualified practitioner. The final EBL block is shared with the Physiotherapy students and has a strong focus on the professional skills required for this transition, drawing on the student's experience of practice placement.

On completion of the **Research 2 M68X** module students will be equipped to contribute to a culture of enquiry within their profession and more widely in health and social care. They will have direct experience of the design and delivery of research so that they can make a significant contribution to developing and potentially delivering the research agenda.

Our **MSc Occupational Therapy** course is accredited by the College of Occupational Therapists (member organisation of the World Federation of Occupational therapists) and is validated by and the award makes you eligible to apply for registration with the Health and Care Professions Council (HCPC) as an occupational therapist.

*****Please copy and paste the above table for additional (related) courses*****

S13	**RATIONALE FOR PROPOSAL**
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

	This section sets out the proposed changes to the MSc Physiotherapy and Occupational Therapy programmes following the course review process. Each key change is described then the justification and rationale for the change is explained.
	
	The key changes proposed are:
	    1. Change to the module structure
	    2. Rewording of the placement outcomes
	    3. Increase in service-user involvement
	    4. Increase in practical contact time
	    5. Introduction of a physiotherapy 'Virtual toolkit'
	    6. Consistent facilitation of EBLs
	    7. Introduction of employability mapping resource
	    8. New assessment for the HSC-M63X module – Professional Development 1
	    9. Themed Blocks of OT EBLs – Occupational Therapy

Changes in more detail:

1. Change to the module structure

Existing Structure:

YEAR 1 MODULES		
Module Code	**Title**	**Credit Value**
HSC-M00X	Mandatory Training	0
HSC-M61X	Physiotherapy Theory & Practice 1	40 (PT only)
HSC-M62X	Occupational Therapy Theory &	40 (OT only)
HSC-M63X	Professional Development	10
HSC-M64X	Research 1	30
HSC-M65X	Human Sciences	20
YEAR 2 MODULES		
HSC-M66X	Physiotherapy Theory & Practice 2	50 (PT only)
HSC-M67X	Occupational Therapy Theory &	50 (OT only)
HSC-M68X	Research 2	30
HSC-M02X	Mandatory Training	0

Proposed Structure:
The programme team proposes to restructure the modules:
1. To increase the credits associated with the year one Professional Development module HSC—M63X from 10 credits to 20 credits. To achieve this the Physiotherapy Theory & Practice 1 HSC-M61X and Occupational Therapy Theory & Practice 1 HSC-M62X modules will each be reduced by 10 credits.
2. To introduce a new second year Professional Development module with 20 credits. To achieve this the Physiotherapy Theory & Practice 2 HSC-M66X and Occupational Therapy Theory & Practice 2 HSC-M67X modules will each be reduced by 20 credits.

YEAR 1 MODULES		
Module Code	**Title**	**Credit Value**
HSC-M00X	Mandatory Training	0
HSC-M61X	Physiotherapy Theory & Practice 1	30 (PT only)
HSC-M62X	Occupational Therapy Theory &	30 (OT only)
HSC-M63X	Professional Development 1	20
HSC-M64X	Research 1	30
HSC-M65X	Human Sciences	20
YEAR 2 MODULES		
HSC-M66X	Physiotherapy Theory & Practice 2	30 (PT only)
HSC-M67X	Occupational Therapy Theory &	30 (OT only)
HSC-M68X	Research 2	30
HSC-M02X	Mandatory Training	0
HSC-M tbc	Professional Development 2	20

Justification:

The rationale for this change is to provide additional clarity and organisation of assignments and EBL. The relationship between specific guidelines and module learning outcomes will be more explicit.   Modules are the units through which the programme is managed. The University is moving away from 10 credit module, and rather than incorporate the learning and assessment from the existing Professional Development module into the OT and PT theory and practice modules which were already large modules we propose spreading the credit bearing activity across one more module over the two years. This will allow us to better signpost the learning outcomes relating to the second, fourth and fifth core aims of the programme:

To produce therapists who are:

- Self-directing life-long learners, capable of using reflection within a framework of continuing professional development
- Flexible and responsive to change, able to manage themselves and others within changing contexts of health and social care whilst ensuring best value
- Able to operate in interdisciplinary teams, working effectively with different professionals, agencies and individuals.

Significant restructuring of the curriculum is not required for these components as they are already occurring throughout the programme, integrated into the EBL activity. Instead it involves grouping the learning outcomes under professional development rather than professional theory and practice. Whilst these two elements are clearly closely linked and overlap (indeed the philosophy of the previous programme was that these elements should be considered as part of professional theory and practice), the current programme team believes that making these outcomes more explicit within the shared professional development modules will encourage more clarity and structure for the students. The shared nature of elements within the current programme can then be more clearly identified, responding to feedback valuing the shared learning experience, and can be specifically measured by the credits associated with these modules. Examples include the service improvement teaching and practical task, the professionalism responsibilities identified within the Professionalism Charter, the employability skills identified within the new Employability Map and the leadership skills currently identified within the Captain's Blogs (Course Director fortnightly leadership blogs). These will all be made explicit in both PD1 and PD2 as part of the new course structure.

Another important benefit of this new structure is that it allows the Physiotherapy and Occupational Therapy Theory and Practice 2 modules to bear less credit with fewer assignments. These currently involve 3 assignments for the 50 credits. As UEA regulation (Regulations for Higher Degrees) 11.6.3 states that a student must achieve at least 140 credits at first attempt to be awarded a distinction, this new structure will ensure that students cannot find themselves in the situation where failing just one assignment precludes them from receiving a distinction in their overall award even if their mark qualifies them.

2. Rewording of placement outcomes

The placement outcomes have been re-worded in order to improve the coherence between the placement outcomes for each placement and the assessment criteria as set out in the assessment form. This builds on extensive consultation work carried out between the School and practice

educators that informed the 2012 Course review of the BSc Occupational therapy and Physiotherapy programmes.

New structure
The meaning of the outcomes has not been significantly changed, instead the wording makes clearer the relationship between the outcomes and the assessment of the student as evidenced in the assessment form. The description of outcomes mirrors that used by the Undergraduate BSc programme in order to improve transparency and accessibility of the documentation for practice educators who are likely to educate students from both programmes.

Justification
It was noted that practice educators found it difficult to match the learning outcomes of the Master's programme with the assessment process. As the placement experience is measured consistently across both the undergraduate and the Master's programmes, it is appropriate to use the same outcomes. Therefore these have been matched with the outcomes from the BSc programme, which went through a robust review process in 2012 including widespread consultation with practice educators.

3. Increase in service-user involvement

More service-user involvement is required across the programme in order to fully exemplify the value of collaborative curriculum design and delivery. Some good examples are already happening, and students commented positively on these. Collaboration with service users' needs to be more frequent in teaching and learning activities, with service users, or their perspectives, incorporated in every EBL if possible. In relation to assessment we propose forming a working party to develop meaningful stakeholder involvement in the assessment process. Provisional ideas include service-user involvement in the assessment of case-study presentations and practice-partner involvement in the assessment of the service improvement poster presentation.

New structure
There are currently numerous examples of service-user involvement within the programme. Service users, for example, are core members of the student recruitment team, and all students are interviewed by a service user during their interview. Direct service user involvement in learning activities is sporadic and inconsistent over the programme as a whole. The new course will aim to have consistent and appropriate service-user involvement throughout the programme, aiming for an experience in every EBL.

Justification
In order to facilitate empathy and understanding of the service-user perspective and to promote a values-based culture of healthcare education, students need to gain the first-hand perspective of service-users at every possible opportunity. This will enable them to place them at the heart of their care. This will help to ensure that the priorities of service users are reflected in the programme, and helps to challenge any stereotypes that students may hold about people who use services. It will help to address students' concerns that their learning is relevant and of practical application. Students showed in the consultations that they value the input from service users and would like more of this in the programme.

4. Increase practical contact time

In the physiotherapy programme this will take the form of weekly additional timetabled practical sessions for students to practice practical techniques

with access to a lecturer. These additional voluntary sessions are being piloted in the MSK block with physiotherapy during 2015, to allow student feedback to inform the best way of organising these sessions within the new programme. In the occupational therapy programme, each EBL fortnight will have a timetabled practical session within the professional theory and practice module.   In this session students will practice skills used in occupational therapy assessments and interventions, relevant to the learning outcomes for the EBL fortnight.

New structure
Students will have an additional timetabled practical session of 2 hours for every EBL fortnight. This session will be staffed and in physiotherapy will give students the opportunity to practice practical techniques that they have learned up to that point and to discuss any aspect of the programme with a member of faculty.   In the occupational therapy programme this session will be used to learn and practice practical assessments and interventions, but also to provide ongoing developmental experiential learning approaches in which students are required to reflect on therapeutic use of self.

Justification
There is widespread feedback from all student groups that the available practical time within the current programme is limited. The addition of this extra session will allow students an additional opportunity to practice their practical skills and highlight any worries or concerns they might have regarding these skills.

5. Physiotherapy 'Virtual Toolkit'

The 'Virtual toolkit' is a way of identifying and justifying physiotherapy interventions and signposting transferrable clinical skills. It is a portfolio-based tool for students to use to map the treatment skills and interventions they are using to help them to think about how they might apply these across EBLs.

New structure
Students will be prompted to maintain an electronic resource tracking the clinical skills and techniques that they are developing.

Justification
The virtual toolkit is intended to help students to become more holistic as physiotherapists by helping their clinical reasoning and justification of techniques in the future. Therefore this electronic resource will help students to track the skills and techniques that they are learning as they go along. This is partially about confidence, through making them keep track of, and reflect on, their expanding portfolio of skills. It will also encourage clinical reasoning by directing them to practice articulating their justification for when and why they might use these skills and techniques through keeping track of their effects (evidenced and hypothetical). It will also encourage quality and safety by encouraging them to be structured and clear about the contra-indications. An added benefit that we are anticipating from this activity is that they will begin to recognise that these skills and techniques are transferrable to a wider range of different types of patient and context. For example some of the skills that they might typically associate with MSK will be transferrable to a neurological or CVR setting.

6. Consistent facilitation of EBLs

To maximise the effectiveness of student learning by ensuring that the students' experience of Enquiry Based Learning (EBL) is consistent, EBL facilitators will be consistently timetabled across blocks of learning. Students

will therefore work with one facilitator for 6 or 8 weeks. The facilitator feedback to students will be better able to reflect the student's ongoing development.

New structure
The EBLs 'blocks' will be facilitated by the same staff in order to provide more consistency for student learning.

Justification
It has been noted by students that EBL facilitators are not always consistent in the way they approach the EBL fortnight. This has manifested itself in different ways including different use of forms and paperwork, different interpretation of what constitutes common learning and a different emphasis on the various components of the learning experience. Some students have reported that they are not very clear about what they need to have learnt across a block or group of EBLs. Although methods exist for facilitators to feed forward information to the next EBL facilitators, this is not always adhered to or completed comprehensively enough. By timetabling consistent EBL facilitators across blocks of learning these things are likely to improve directly as a result of that person being present throughout the entire learning experience and inconsistencies should be reduced between EBLs. Facilitators will be able to see how students should progress over a block and should be better positioned to summarise the learning outcomes within the broader context of that block. This will be complemented by a new programme of EBL training to further help reduce inconsistencies in EBL facilitation.

7. Employability mapping resources

The UEA Healthcare Employability Development Portfolio has been developed by employability lead Lisa Taylor as a tool for students to use throughout their studies to maximise their employability skills.

New structure
This student led tool will encourage students to link all of the current resources such as employability cafes and timetabled employability activities with their personal employability map. In 2014 the employability lead Lisa Taylor reviewed the educational programmes within the school of HSC and identified that there was a lack of clear evidence to support students in their employability journey. This prompted her to undertake a research project to establish an understanding of what is meant by employability and how this can be developed and maximised by healthcare students. The UEA Healthcare Employability Developmental Portfolio was a direct result of this research project and it will provide students with a structured reflective electronic tool (provided on a CD Rom) to map the progressive development of transferrable skills that relate directly to employability.

Justification
The university focusses on developing employability skills from the start of student programmes. In professional healthcare programmes where student employability rates are generally high and students have a very clear idea of their desired employability path, this has been less of a priority. However, with the increasing diversity of healthcare provision (particularly in terms of the range of potential employers) and an increasing need for students to take a broader view of their transferrable skills, the School of Health Sciences has identified an employability lead role to raise the profile of this aspect of education. Employability mapping is one of the central initiatives that the employability lead is developing to ensure that these skills are made explicit

from the start of the programme. An audit of employability activities is being completed (as part of an MSc OT student dissertation project) to make the transferrable employability skills explicit in all teaching activities.

8. New assessment for Professional Development 1

The HCPC poster assignment currently completed by students in week 20 will be replaced by a written portfolio reflective account. This will occur in week 47 of the programme. At this point students have completed a placement, and have both placement and in-university based learning experiences to draw upon in their portfolio.

New structure
The new assignment associated with the 20 credit Professional Development One module (HSC-M63X) will comprise a portfolio reflective account.

Justification
The HCPC currently audits qualified Allied Health Professionals' engagement with Continual Professional Development (CPD). This obligation to maintain fitness to practice is evidenced through a written portfolio-based reflective account of CPD. This written reflective account must demonstrate how effectively a professional is reflecting on their professional development, using reflective tools to facilitate that process and collecting portfolio-based evidence to illustrate this development. For this reason this method of assessing CPD has been chosen as the most appropriate method to assess the Professional Development Module in year one. It is expected that students will be engaging with these reflective activities from the start of their programme and that this method of assessment is therefore the most appropriate method of testing the learning outcomes.

9. Themed blocks OT EBLs

The series of EBLs on the occupational therapy programme was designed to facilitate deepening learning on the concepts of occupational wellbeing, disrupted occupation, occupation and assessment, intervening with occupation and facilitating occupation. The challenge was to balance the need to learn about occupational concepts in a logical way while also gradually increasing knowledge and skills for assessing and intervening with occupation so that students could engage with practice as the programme progressed. Over time since the last course review the progression through occupational concepts has become a lot less clear in the curriculum. It is important to rectify this, and also address the students' concerns about inconsistency with EBL. The occupational therapy EBLs will therefore be grouped in themed blocks, based on occupational concepts. This will make the centrality of occupation in the learning much more explicit. This in turn should make the rationale for the learning activities in each EBL fortnight, and the relationship between them, much more explicit.

New structure
The OT EBLs will be grouped into 5 blocks throughout the programme, with the following themes:
1. Humans as occupational beings
2. Occupation in practice
3. Occupational disruption
4. Occupational deprivation
5. Building occupational science and developing occupational practice

Each of the themes will have 4 EBL fortnights, except for the first theme which will have 3 EBL fortnights.

Justification

The students will be able to clearly track and articulate their developing understanding of occupation as a concept, it's centrality in occupational therapy practice and the relationship between occupational science and occupational therapy. The learning outcomes will be mapped clearly with the themes, supporting the students on their learning journey to complex concepts and practices. For each theme each EBL group will have the same facilitator for each ECL fortnight.

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE
note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 *note BC2*	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 *note BC3*	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 *note BC4*	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT		
BC5.1 *note BC5.1*	**EQUALITY AND DIVERSITY**	Consult with Equality & Diversity Manager and Widening Participation team	
A	**Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?**	**YES**	✓
		NO	
B	**If yes, what steps will be taken to attract non-traditional students to the course/School?** (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	Male applicants have increased considerably over recent years and now reflect he national average for physiotherapy. International applicants are increasing in line with university strategies. The admissions team and the Disability Liaison Officer have been working to introduce a system for applicants who declare a disability to meet a member of Faculty informally at Open Day to talk through the requirements of the Programmes and for professional practice, to help build confidence and informed decisions for entrants about the fit between individual needs, professional and course requirements and reasonable adjustments.		

c	**Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?**		
	Yes, this is now described as a Disclosure and Barring Service (CBS) statement and will be required.		
BC 5.2 *note* *BC5.2*	**CURRENT STUDENTS AND/OR APPLICANTS**		
a	**Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?**	**YES**	✓
		NO	
	Widespread student involvement was undertaken as part of course review and the final report has been developed based on this feedback.		
b	**Will any current students or applicants be affected by this proposal?**	**YES**	
		NO (go to 5.3)	✓
c	**Evidence of consultation of current students and written consent obtained** Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		

Data has been collected in the form of a SWOB analysis from a range of key stakeholders and school partners. These included the following:

- Current (at the time) MSc students from years 1 and 2
- Previous graduates from the 5 year period since course review 2010
- Service-users
- Practice educators who have taken our students over the 12 months prior to the review period
- Managers and service leads
- Module co-ordinators from both MSc pre-registration programmes
- Faculty from uniprofessional groups of OT and PT

Face to face meetings were been held where this was feasible. This included current student groups (at the time of review) through organised timetabled events, a representative group of practice educators at the annual OT/PT reference group, specific service-user groups, module co-ordinators meetings and Faculty members at professional group meetings. Questionnaires were used to seek the feedback of a wider group of people and those who were not able to attend face to face meetings. This included a complete list of practice educators who had taken MSc students on placement in the 12 months preceding the review period (24 respondents including 7 OT, 14 PT, 1 anonymous, 2 with no comments to add), all local managers and service leads currently on our database (5 respondents) and previous graduates from the last 5 years of the MSc (14 respondents).

The format of the face to face meetings for all groups except service-users was as follows:

- On their own and without consulting others, individuals were asked to write down any thoughts they had regarding the MSc programmes with each one written on a separate post-it note
- Participants then sorted the post-it notes into the categories of Strengths, Weaknesses, Opportunities and Barriers. This they did on their own or by consulting with others if they wished to discuss them. They placed them onto one of four flip chart pages, each

	labelled with one of the four categories • The individuals then looked at each of the flip chart pages and added any further comments they felt were necessary • This process was given 30 minutes, or until saturation was reached • Once this process was complete the group came together and discussed suggestions for improvement for the programme and these ideas were noted onto a flip chart by the facilitator • This process lasted 30 minutes, or until saturation was reached. The questionnaires that were sent out asked the participants to complete separate boxes for each category (strengths, weaknesses, opportunities, barriers) and to identify any additional comments or suggestions at the end. Service-users feedback was sought in a different way because it is recognised that service-users do not have experience of the educational programme, rather their interest is in the outcome of the programme, the practice of the qualified professionals. Therefore in order to take a person centred perspective one of the course directors approached local advocate groups likely to have members who had made use of occupational therapy and physiotherapy services and discussed with them the best ways to hear from them their expectations and priorities for the education of physiotherapists and occupational therapists. The groups suggested different approaches. The Norfolk Older People's Forum (an independent information, campaigning and consultative group that lobbies on health and social care issues and is active through the Norfolk Older People's Strategic Board) and the Alzheimer's Society (members of the research network, who have current or past experience of caring for a person with dementia) suggested meeting with a group of interested people. These meetings occurred in March 2015. Healthwatch Norfolk (consumer champion for health and social care in the county, independent organisation with statutory powers) has a membership of over 1000 and advised the best way to consult members was through a request in the regular newsletter. This was circulated in February 2015. The Rheumatoid in Norfolk group (RiNG, a social and support group for people with inflammatory arthritis) emailed their members. Service users involved in interviewing students for selection to the programme were asked for their feedback on this process. Questionnaire responses showed that service users felt well-prepared for the interviews, which they found well-organised. They commented that they found the interview process a very fair way of interviewing students, and that the process used at their station (a video clip of a person who has had a stroke, followed by question and answer with the service user) was a really good test of the students. The information received from all of the stakeholders was collected together and analysed for themes. The information was collated into action grids which highlighted the comments received, the proposed actions for the course team and the outcomes for course review. These action grids were discussed by the course team over a series of module co-ordinators meetings between November 2014 and June 2015.
d	**Informing applicants** What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.

		The changes are not anticipated to affect any options or choices that students may be required to take.		
BC5.3 *note BC5.3*		**ACADEMIC STAFF**	Consult with HOS, Dean of Faculty	
		What is the impact / what are the resource implications of the proposal on academic staff?		
	a	**Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year**		30 hrs
	b	**Is a new discipline or specialism being introduced that requires a new appointment?**	**YES**	
			NO	✓
	c	**Are new appointments required to meet any additional hours?**	**YES**	
			NO	✓
	d	**If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?**		
		The current levels of staff will be sufficient to run the programme, although it is noted that these levels need to be maintained.		
	e	**What is the source of funding for new academic staff?**		
		N/a		
	f	**Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?**		
		No		
	g	**Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?**		
		As outlined above - Introduction of a new 20 credit Professional Development 2 module and adjustment of module credits for M61X (to 30 cr), M63X (to 20cr) and M66X (to 30cr).		
BC5.4 *note BC5.4*		**COURSE RATIONALISATION**	Consult with HOS, Dean of relevant Faculties, PLN	
	a	**DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?**	**YES**	
			NO	✓
		If YES, please specify Course name, UCAS Code(s) / Course codes		
		There are shared elements with the MSc pre-registration Occupational Therapy programme which has gone through the review process simultaneously.		
	b	**IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?**	**YES**	
			NO	✓
		If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
	c	**Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above**		

BC6	**PHYSICAL RESOURCES**

NOT REQUIRED

BC7 *note* *BC7*	**IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES**
	NOT REQUIRED

BC8	**ADDITIONAL COMMENTS**
	NOT REQUIRED

BC9	**PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE**
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations			✓	
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	✓
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	✓
	If so, how many modules and what is the credit volume for each module?				
AC1.2c					

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	✓	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	HSC Pre-registration Masters Board			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	✓
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
note PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
	PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 *note AC7*	DEFINED CHOICE
	NOT REQUIRED

AC8 *note AC8*	JOINT COURSES		
	Is the proposed course is a joint course?	**YES**	✓
		NO	
	If YES, how will the student experience be managed?		
	There are shared elements between OT and PT MSc programmes. They have been reviewed together and relevant changes apply to both programmes.		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	**YES**	✓
		NO	

	If NO, go to AC10
note AC9	**If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**
	Approval by the Health and Care Professions Council is mandatory: **The HCPC Change process is underway – paperwork is being reviewed and we will be informed whether this can be reviewed electronically or by a visit.** **Review of accreditation by the Chartered Society of Physiotherapy (CSP) is recommended:** **This will occur in November 2015.** **Review of accreditation by the College of Occupational Therapists took place on 9th July 2015, and re-accreditation was recommended.**

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
note AC10	**Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.** **NB these comments should focus on the *ACADEMIC CONTENT* of the proposal**

Date of circulation:	

AC10.1	Careers Manager (CCEN)
No comments received	

AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
No comments received	

AC10.2	Equality & Diversity Manager (PPE)
No comments received	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE

note AC11	

MINOR CHANGES COURSE PROPOSAL

Part 4   KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)					Note KIS
KIS1	**Quantitative KIS data**					Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	**Professional Accreditation**					Note KIS2
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

MINOR CHANGES COURSE PROPOSAL

Part 5   APPROVALS AND NOTIFICATION

APPROVALS
Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	**APPROVAL OF THE BUSINESS CASE**			
	APPROVAL/SIGNATURES	**Name**	**Signature/ evidence of approval**	**Date**
AP1.1	School Director of Learning, Teaching and Quality			
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	**APPROVAL OF THE ACADEMIC CASE**			
AP2.1	**Head of School**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	**Faculty Associate Dean (for Faculty LTQC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	**PVC Academic (for LTC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	**Secretary to Council**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

Approvals and Notification

MINOR CHANGES COURSE PROPOSAL

Note N1	**NOTIFICATION OF APPROVAL**				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
FACULTY			**SCHOOL**		
NEW COURSE?	**Y**	**N**	**If NO, please enter existing course code**		
DEGREE AWARD (e.g. BSc/MA)					
TITLE OF PROGRAMME					
START DATE			**LENGTH OF COURSE**		

Course Approved by:	Name of Committee Chair	Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)		
Learning and Teaching Committee (LTC)		

RELEVANT OFFICE INFORMED? *insert date			
Planning Office	**Admissions and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
*	*	*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

Note N1	**IMPLEMENTATION ACTIONS**	
COURSE NAME	**NEW ROUTE CODE**	
ACTION		**DATE**
COURSE INFORMATION LIVE IN ADMISSIONS		
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE		
COURSE PROFILE UPLOADED ONTO SITS		
COURSE CLOSURES COMMENCED (where appropriate)		