

**Masters, Postgraduate Diploma, Postgraduate Certificate in Advanced Physiotherapy (all routes)**

**Programme Specification: Postgraduate (2021-22 onwards)**

Information for students: the programme specification is the definitive document summarizing the structure and content of your degree programme. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

<b>Names of programme(s) and award title(s)</b>	PGCert Advanced Physiotherapy  PGDip Advanced Physiotherapy, PGDip Advanced Physiotherapy (Cardio-respiratory), PGDip Advanced Physiotherapy (Musculoskeletal), PGDip Advanced Physiotherapy (Neurology)  MSc: Advanced Physiotherapy, MSc Advanced Physiotherapy (Cardio-respiratory), MSc Advanced Physiotherapy (Musculoskeletal), MSc Advanced Physiotherapy (Neurology)
<b>Mode of study</b>	Part time / Modular
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Duration:</b>	Part time students have up to 3 years to achieve a Masters award following initial registration  Modular students have up to 5 years to achieve a Masters award following initial registration

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

<http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/>

External Examiner(s) names:

<https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

**1. What is the philosophy of the Programme?**

Physiotherapy is a constantly evolving profession which requires practitioners to demonstrate current best practice and continued professional development at postgraduate level. Health and social care services are going through a period of profound change, with radical changes in roles and responsibilities for health and social care professionals. People's expectations of care provision are also changing. The philosophy of this course is to broaden the field of physiotherapy and encourage personal and professional development. The programme routes are

designed to provide an opportunity for students to question and challenge current practice in aspects of physiotherapy and to enable students to explore in depth areas of professional interest. It also aims to enable students to evaluate evidence both for current practice and for new approaches in physiotherapy practice.

The structure of the core modules for the various pathways through this route meets the needs of individuals to review and evaluate the background of the physiotherapy profession and to integrate this into their clinical practice where appropriate. The optional modules allow students to devise a programme to suit their own specific requirements in terms of professional and personal development. The research module in health and the dissertation, together with core / optional modules such as Evidence Based Practice, and Assessment and Measurement develop the students' research capabilities and critical evaluation skills.

The clinical pathway options offered are responsive to the dynamic health and social care agenda and specific named awards are:

MSc: Advanced Physiotherapy

MSc Advanced Physiotherapy (Cardio-respiratory)

MSc Advanced Physiotherapy (Musculoskeletal)

MSc Advanced Physiotherapy (Neurology)

Each pathway is designed to develop and enhance the advancing physiotherapy practitioner's application of specialist theory to their named practice area and new pathways can be developed as demand requires.

### ***Educational Aims of the Programme***

The aims of the programme are to:

- provide an environment where the student is supported and motivated to develop academically, professionally and personally
- promote reflective thinking, reflective practice, and self-evaluation
- develop the process of critical and evaluative thinking, writing, and communication
- transfer scientific knowledge from theory into practice
- develop research skills
- provide students with a sound academic core to their clinical practice in physiotherapy
- develop a scientific approach to the evaluation of current practice in physiotherapy
- promote interdisciplinary perspectives and a holistic approach to the management and rehabilitation of persons

### ***Intended Learning Outcomes***

The programme provides opportunities for students to develop and demonstrate subject knowledge and understanding, subject-specific skills, qualities and other attributes, including skills which are transferable beyond the programme.

Students who successfully complete the programme will be able to:

### ***Knowledge and Understanding***

- demonstrate capacity for critical enquiry, analysis of arguments, and critical evaluation of research literature and other sources of evidence
- evaluate knowledge and understanding of the core scientific principles and concepts of physiotherapy practice

- question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles in physiotherapy practice
- transfer scientific knowledge from theory into practice

### ***Skills and other attributes***

- demonstrate an understanding of the research process and evidence based practice
- evaluate knowledge and understanding of the core scientific principles and concepts on which physiotherapy is based
- question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of physiotherapy knowledge base
- integrate core scientific knowledge with the professional practice of physiotherapy
- challenge, evaluate, modify, develop the theory and the practice of physiotherapy
- demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of research literature

For Master's Students ONLY

- plan, implement and document a piece of original research addressing ethical and professional issues as appropriate

### ***Transferable Key Skills***

- communicate effectively with a wide range of individuals using a variety of means
- evaluate own academic, professional and health care practice
- practice and promote continuing professional development (CPD)
- take responsibility for personal and professional learning and development
- identify own learning needs and means of achieving them
- enhance, update and develop appropriate knowledge and skills, balancing own needs with available resources
- share and disseminate personal knowledge and skills gained to colleagues
- develop information management skill e.g. IT skills

### ***Keele Graduate Attributes***

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

### **How is the Programme taught?**

Learning and teaching methods used on the Programme vary according to the subject matter and nature of the module. Numbers of students attending any module vary, but normally the maximum would be 50 and the minimum

six, thus much work is, in effect, undertaken in small groups. Methods include either online or in-situ:

- traditional lectures where the lecturer provides students with a framework and context for further reading and independent study; some lectures may feature guest speakers who are clinicians, active researchers, and academics in the field of physiotherapy
- small group workshops when students work together to, for example, critically appraise papers relating to some aspect of physiotherapy, then sharing of group summaries in a final plenary session
- seminar presentations where students research and present a topic of current clinical relevance, for example evidence for the effectiveness of a specific approach to the management of a patient with stroke, to the whole group with time allowed for interactive questions and discussion
- student and tutor-led tutorials which encourage topics of interest and relevance to a module to be discussed in depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion
- practical work in selected modules allows students to observe the application of, or develop the learning of new practical skills (for example, gait analysis, electrical stimulation, acupuncture, injection, manual therapy) under close supervision of expert practitioners and academics
- web-based learning using the university's virtual learning environment (KLE) and Microsoft Teams: these are used by all modules and provide a platform for students to share online discussions and 'blogs', and conditional released tasks, and to access a wide range of learning resources and research tools.
- independent study will form a significant component of each module for all students studying at level 7; some study will be guided by tutors where necessary, but will also be self-directed in relation to the various demands of each module and its assessment, and may be facilitated by use of various resources such as study-packs; development of portfolios will also be used as a vehicle for learning
- independent study also forms an important part of the dissertation process which is supported by tutor and student-led workshops throughout, also by one-to-one supervision of the process by a member of the academic staff
- for students requesting accreditation of prior learning, an advisory tutorial is offered

Apart from these formal activities, one-to-one tutorials are available to support all students on an individual basis, at their request, to enable them to discuss any particular identified areas of difficulty, and special learning needs they may have, and to give help and feedback during preparation of assessed work

These learning and teaching methods enable students to achieve learning outcomes of the programme in a variety of ways. For example:

- lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core scientific principles and concepts of physiotherapy practice, and to transfer scientific knowledge from theory into practice
- guided independent study, tutorials and the use of portfolios will assist the student to explore in depth a chosen aspect of professional practice in the field of physiotherapy, and evaluate aspects of relevant professional practice
- small group work, such as seminars, and workshops, provide opportunities for students to clarify and exchange ideas, and to question and challenge professional concepts and contextual frameworks underlying

assumptions and established principles in physiotherapy practice

- seminars, tutorials and web-based activities encourage students to reflect upon their learning and to take responsibility for its development, and to collaborate with others to share, explore, and evaluate ideas in greater depth
- practical work enables students to develop, enhance and update their learning of new skills under the supervision of experts and to ensure safe and competent practice where relevant, and to integrate theoretical and practical knowledge
- undertaking a research-based dissertation, using the support of small group workshops and tutorial supervision, further develops the student's independent learning and research capability; it also enables the student to plan, implement and document a piece of original research related to some aspect of physiotherapy practice; facility with IT skills including use of software packages for data analysis will also be supported during workshops and tutorials.

### Teaching Staff

The permanent teaching staff on the programmes consist of professors, senior lecturers, lecturers and teaching fellows. The majority of members of staff have postgraduate qualifications (some masters and some doctoral) in disciplines related to healthcare, rehabilitation, bioengineering, or education. Several members are involved in clinical practice. Additionally, all staff have professional qualifications and if appropriate are also registered with the Health and Care Professions Council. Most staff are active researchers, and research has led to publication in national and international journals. Most lecturers are fellows of the Higher Education Academy. The staff group all have extensive experience of teaching and examining at postgraduate level. Some staff are members of nationally and internationally recognized specialist groups such as the Musculoskeletal Association of Chartered Physiotherapists (MACP) and the Association of Chartered Physiotherapists in Neurology (ACPIN).

Guest speakers, who are often leaders in their field, and have national and international reputations, are frequently invited to contribute to a range of modules.

### 2. What is the Structure of the Programme?

See Figure 1 (Programmes Structure)

Postgraduate Certificate, Postgraduate Diploma, MSc Advanced Physiotherapy (all routes)		
MSc Advanced Physiotherapy		
	<b>PGCert [60 credits]</b>	
CORE MODULES (1 and 2)	HLT-40001 Research Methods in Health PTY-40033 Applied Clinical Anatomy 1	30 credits
OPTIONAL CORE MODULE (3)	PTY-40046 Assessment And Measurement OR PTY-40002 Evidence Based Practice	15 credits
OPTIONAL MODULE (4)	ANY other optional/elective module*	15 credits
	<b>PGDip [120 credits]</b>	
OPTIONAL MODULES (X4)	60 credits of ANY other optional/elective module* from the School of Allied Health Professions, Faculty of Medicine and Health Sciences or other relevant University Modules	60 credits
	<b>MSc Advanced Physiotherapy [180 credits]</b>	

DISSERTATION	<p>PTY-40044 – Research Dissertation Dissertation Module</p> <p>Students successful in the Postgraduate Diploma stage can proceed on to the dissertation stage and will be required to submit a research-based dissertation. The dissertation is expected to be a significant piece of work and we encourage you to consider aiming for publication of your findings</p>	60 Credits
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### MSc Advanced Physiotherapy (Cardio-Respiratory)

PGCert [60 credits]		
CORE MODULES (1, 2 and 3)	<p>HLT-40001 Research Methods in Health PTY-40056 Acute Respiratory Deterioration And Critical Care PTY-40057 Advanced Management Of The Respiratory Complications Of Neuromuscular Disorders</p>	45 credits
OPTIONAL MODULE (4)	ANY other optional/elective module*	15 credits
PGDip [120 credits]		
CORE MODULE	Behaviour Change for Health and Well Being	15 credits
OPTIONAL CORE MODULE	<p>PTY-40046 Assessment and Measurement OR PTY-40002 Evidence Based Practice</p>	15 credits
OPTIONAL MODULES (X2)	30 credits of ANY other optional/elective module* from the School of Allied Health Professions, Faculty of Medicine and Health Sciences or other relevant University Modules	30 credits
MSc Advanced Physiotherapy (Cardio-Respiratory) [180 credits]		
DISSERTATION	<p>PTY-40044 – Research Dissertation Dissertation Module</p> <p>Students successful in the Postgraduate Diploma stage can proceed on to the dissertation stage and will be required to submit a research-based dissertation. The dissertation is expected to be a significant piece of work and we encourage you to consider aiming for publication of your findings</p>	60 Credits

### MSc Advanced Physiotherapy (Neurology)

PGCert [60 credits]		
CORE MODULES (1, 2, 3 and 4)	<p>HLT-40001 Research Methods in Health PTY-40035 Assistive Technologies in Neuromuscular Rehabilitation PTY-40053 Behaviour Change for Health and Well Being PTY-40025 Concepts of Neurological Rehabilitation</p>	60 credits
PGDip [120 credits]		
CORE MODULES (x2)	<p>PTY-40033 Applied Clinical Anatomy 1 PTY-40005 Physiology of The Neuromusculoskeletal Tissue</p>	30 credits
OPTIONAL CORE MODULE	<p>PTY-40046 Assessment and Measurement OR PTY-40002 Evidence Based Practice</p>	15 credits
OPTIONAL MODULES (X1)	15 credits of ANY other optional/elective module* from the School of Allied Health Professions, Faculty of Medicine and Health Sciences or other relevant University Modules	15 credits
MSc Advanced Physiotherapy (Neurology) [180 credits]		
DISSERTATION	<p>PTY-40044 – Research Dissertation Dissertation Module</p> <p>Students successful in the Postgraduate Diploma stage can proceed on to the dissertation stage and will be required to submit a research-based dissertation. The dissertation is expected to be a significant piece of work and we encourage you</p>	60 Credits

	to consider aiming for publication of your findings	
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<b>MSc Advanced Physiotherapy (Musculoskeletal)</b>		
	<b>PGCert [60 credits]</b>	
CORE MODULES (1, 2)	HLT-40001 Research Methods in Health PTY-40033 Applied Clinical Anatomy 1	30 credits
OPTIONAL CORE MODULES (3)	PTY-40005 Physiology of Neuromusculoskeletal Tissue OR PTY-40046 Assessment and Measurement	15 credits
OPTIONAL MODULE (4)	15 credits of focused musculoskeletal from ANY optional/elective modules from the School of Allied Health Professions: e.g. PTY-40055 The Essentials of Manual Therapy PTY-40034 Dynamic Ultrasound Imaging PTY-40015 Principles and Practice of Joint & Soft Tissue Injection	15 credits
	<b>PGDip [120 credits]</b>	
OPTIONAL CORE MODULE (x1)	PTY-40005 Physiology of Neuromusculoskeletal Tissue OR PTY-40046 Assessment and Measurement	15 credits
OPTIONAL MODULES (X3)	45 credits of focused musculoskeletal from ANY optional/elective modules from the School of Allied Health Professions: or other relevant Faculty of Medicine and Health Sciences or University modules.	45 credits
	<b>MSc Advanced Physiotherapy (Musculoskeletal) [180 credits]</b>	
DISSERTATION	PTY-40044 – Research Dissertation Dissertation Module Students successful in the Postgraduate Diploma stage can proceed on to the dissertation stage and will be required to submit a research-based dissertation. The dissertation is expected to be a significant piece of work and we encourage you to consider aiming for publication of your findings	60 Credits

**\*OPTION MODULES AVAILABLE IN THE SCHOOL OF ALLIED HEALTH PROFESSIONS:**

PTY-40002	EVIDENCE BASED PRACTICE
PTY-40010	PHYSIOLOGY AND PHARMACOLOGY OF PAIN
PTY-40011	PSYCHOSOCIAL ASPECTS OF PAIN
PTY-40015	PRINCIPLES AND PRACTICE OF JOINT & SOFT TISSUE INJECTION
PTY-40016	INDEPENDENT STUDY
PTY-40029	MUSCULOSKELETAL MANAGEMENT AT THE INTERFACE
PTY-40030	APPLIED CLINICAL ANATOMY 2
PTY-40034	DYNAMIC ULTRASOUND IMAGING
PTY-40046	ASSESSMENT AND MEASUREMENT
PTY-40053	BEHAVIOUR CHANGE FOR HEALTH AND WELL BEING
PTY-40055	THE ESSENTIALS OF MANUAL THERAPY

**\*Elective Modules:**

There is an extensive range of further possible elective module choices; examples available to you within the Faculty of Medicine and Health Sciences and the wider University can be located here:

<https://www.keele.ac.uk/health/postgraduate/individualmodules/>

You can select appropriate elective modules from the University or external Institutions (up to 60 credits) which must be agreed by the Programme Lead / RPL Co-ordinator.

**Recognition of Prior Learning (RPL)**

Students can apply for RPL normally against option modules, providing the study fits in with the philosophy of the programme and is equivalent to the level and student effort. This is reviewed by the university, the programme team and external examiner and goes to examination boards for recognition of credits toward an award. See <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning> for details.

**Table 1: Summative Assessment Profile**

<b>Level Outcome</b> <b>N.B. These are all at level 7</b>	<b>Examples of module(s)</b> <b>in which this is delivered</b>	<b>Principal forms of assessment used</b>
<b>Students who successfully complete the programme will be able to:</b>		
<b>Knowledge and Understanding</b>		
Demonstrate capacity for critical enquiry, analysis of arguments, and critical evaluation of research literature and other sources of evidence	<ul style="list-style-type: none"> <li>• Research Methods in Health</li> </ul>	Essay  <i>Assessment specific to individual modules</i>
Evaluate knowledge and understanding of the core scientific principles and concepts of physiotherapy	<ul style="list-style-type: none"> <li>• Applied Clinical Anatomy 1</li> <li>• Physiology of Neuromusculoskeletal Tissue</li> <li>• Concepts of Neurological Rehabilitation</li> <li>• Essentials of Manual Therapy Assessment</li> <li>• Acute Respiratory Deterioration and Critical Care</li> <li>• Independent Study</li> <li>• Other clinically based modules</li> </ul>	Essay  Essay  Essay based on clinical case study  Interactive practical assessment  Report & oral examination  Portfolio  <i>Assessment specific to individual modules</i>



<p>Question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles in physiotherapy practice</p>	<ul style="list-style-type: none"> <li>• Assessment and Measurement</li> <li>• Assistive Technologies in Neuromuscular Rehabilitation</li> <li>• Behaviour Change for Health and Well-being</li> <li>• Evidence Based practice</li> <li>• Independent Study</li> </ul>	<p>Critical evaluation of an assessment tool          Essay or Oral presentation (student choice)</p> <p>Viva based on case study and essay</p> <p>Portfolio</p>
<p>Transfer scientific knowledge from theory into practice</p>	<ul style="list-style-type: none"> <li>• Applied Clinical Anatomy 1/ 2</li> <li>• Physiology of Neuromusculo skeletal Tissue</li> <li>• Physiology &amp; pharmacology of pain</li> </ul>	<p>Assignment, presentation or interactive practical examination (student choice)</p> <p>Essay / Portfolio</p> <p>Essay</p> <p><i>Assessment specific to individual modules</i></p>

<b>Skills and other attributes</b>		
<i>Demonstrate an understanding of the research process and evidence based practice</i>	<ul style="list-style-type: none"> <li>• Research Methods in Health</li> <li>• Evidence-Based Practice</li> <li>• Dissertation</li> </ul>	Essay & examination Essay Thesis <i>Assessment specific to individual modules</i>
Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of research literature	<ul style="list-style-type: none"> <li>• Research Methods in Health</li> <li>• Evidence-Based Practice</li> <li>• Assessment and Measurement</li> <li>• Dissertation</li> </ul>	Essay Essay Interactive viva Thesis <i>Assessment specific to individual modules</i>
Evaluate knowledge and understanding of the core scientific principles and concepts on which the practice of physiotherapy is based	<ul style="list-style-type: none"> <li>• Assessment and Measurement</li> <li>• Psychosocial Aspects of Pain</li> <li>• Applied Clinical Anatomy 1</li> <li>• Independent Study</li> </ul>	Interactive viva Essay Essay or Oral presentation (student choice) Portfolio <i>Assessment specific to individual modules</i>
Question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of physiotherapy knowledge base.	<ul style="list-style-type: none"> <li>• Evidence-Based Practice</li> <li>• Concepts of Neurological Rehabilitation</li> </ul>	Essay Essay based on clinical case study <i>Assessment specific to individual modules</i>

Integrate core scientific knowledge with the professional practice of physiotherapy	Applied Clinical Anatomy 1  Physiology & Pharmacology of Pain Dynamic Ultrasound Imaging	Assignment, presentation or interactive practical examination (Student choice)  Essay Case study and interactive practical exam  <i>Assessment specific to individual modules</i>
Challenge, evaluate, modify, develop the theory and the practice of physiotherapy	Assessment and Measurement Evidence Based Practice  Assistive Technologies in Neuromuscular Rehabilitation Independent Study	Interactive Viva  Essay or Oral presentation (student choice)  Portfolio  <i>Assessment specific to individual modules</i>
Plan, implement and document a piece of original research addressing ethical and professional issues as appropriate	Dissertation	Dissertation Thesis
<b>Transferable/Key Skills</b>		
Communicate effectively with a wide range of individuals using a variety of means	All modules	Assessment specific to individual modules
Evaluate his/her own academic, professional and health care practice	All modules	Assessment specific to individual modules
Practice and promote continuing professional development (CPD)	All modules	Assessment specific to individual modules
Take responsibility for personal and professional learning and development	All modules	Assessment specific to individual modules
Identify own learning needs and means of achieving them	All modules	Assessment specific to individual modules
Enhance, update and develop appropriate knowledge and skills, balancing own needs with available resources	All modules	Assessment specific to individual modules
Share and disseminate personal knowledge and skills gained to colleagues	All modules	Assessment specific to individual modules

Develop information management skill e.g. IT skills	All modules	Assessment specific to individual modules
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### *Exceptional cases*

If a student, after completing their studies, only achieves 60 level 7 credits from any modules within the programme (excepting the Dissertation) they can be awarded a Postgraduate Certificate in Allied Health Studies.

### **3. How is the Programme assessed?**

The function of the assessments listed in Table 1 above is to test students' achievement of the learning outcomes of the programme. For example:

- **Essays** – these vary, depending upon the module, but they are normally 4,000 words per module in total length; there may be student choice from several questions (e.g. Psychosocial Aspect of Pain), or the essay may be based upon a case study, the student choosing aspect to focus upon in the essay (e.g. Concepts of Neurological Rehabilitation). The essay may also provide some student choice in that the student may choose a particular topic upon which to centre the essay (e.g. Applied Clinical Anatomy 1). All essays will test the student's ability to support the discussion with relevant literature, which is critically appraised, and to integrate and synthesize arguments in relation to the essay question.
- **Reflective assignments** - topics may also be negotiated between student and tutor, and take the form of a reflective piece of work in an area of the student's professional interest (e.g. Independent Study). Reflective case studies may be used in some option modules). These assignments enable the student to develop skills of reflective learning and reflective practice; these are fundamental skills used by all health care professionals as part of their continuing professional development.
- **Portfolios** – these may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection of the development of their own learning, also their clinical practice. In negotiation with a tutor, the student will compile a sequence of material to demonstrate the negotiated learning outcomes of the module, and this may include experiential learning, critical incidents, reflective practice etc. all in relation to an area of the student's professional and personal interest (e.g. for the Independent Study module). Other option modules may also use portfolios to demonstrate evidence of student learning in the relevant clinical field (e.g. Principles and Practice of Joint and Soft Tissue Injection, Introducing Acupuncture)
- **Presentations** – these are oral and students would be expected to utilize relevant findings from the literature to support their argument. This form of assessment may be chosen by the student instead of a written essay, although similar subject matter would be covered. The presentation in the module Assistive Technologies in Neuromuscular Rehabilitation includes time for questions and discussion. The core module Applied Clinical Anatomy 1 also allows students to choose to present a topic rather than submit a written essay. Presentations allow students to develop their communication skills (e.g. verbal and IT skills), to present an argument in a logical way and to deal with questions effectively
- **Practical Examinations** – these occur in some modules which involve the teaching and learning of practical clinical skills (e.g. option modules such as Essentials of Manual Therapy Assessment, Introducing Acupuncture). The core module Applied Clinical Anatomy 1 also has an interactive practical examination as one of its choices of assessment. These examinations enable students to demonstrate the safe and effective application of practical clinical skills, and to justify their choice
- **Dissertation** – this is a student led piece of independent research of 15,000 words in length. The process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied

Health Professions or other appropriate ethics committee, is supported throughout by small group workshops, also by an individual supervisor. This assessment develops student's practical research skills, and enables him/her to design and carry out a piece of research to answer a clinically relevant question in the field of physiotherapy. This work may also include a modified systematic review of literature, a clinical audit, or a service evaluation. It also develops the student's IT skills in use of various software for presentation and data analysis (e.g. Word, Excel, SPSS)

Marks are awarded for 'summative assessments' which assess students' achievement of the learning outcomes of the module. Students are also assessed 'formatively' during the module and this enables them to monitor their own progress and to assist staff in addressing any specific learning needs. Formative assessment is not formally marked; however, feedback on various aspects of the student's work and their assignment preparation is given during the course of every module on the programme, both core and option modules. Feedback happens, for example, during discussion and 'blog' sessions online, when students and staff may all contribute; it also occurs during small group workshops when staff may contribute to plenary sessions. Feedback is also provided during the course of student preparation for assessed work and during tutorial sessions. Detailed feedback is also provided on all summative assessments when these are returned to the students, and students may additionally arrange personal tutorials if they require further clarification or feedback in relation to assessed work.

#### **4. What are the typical admission requirements for the programme?**

The programme is aimed at appropriately qualified physiotherapists who are involved in developing contemporary physiotherapy practice and interested in acquiring new knowledge and/or deepening existing knowledge in the field of physiotherapy.

Candidates should normally have a first or second class honours degree in physiotherapy. Candidates without degrees may be considered on an individual basis.

Evidence of the candidate's experience in assessing and treating certain patient groups will be required as a prerequisite for some option modules (e.g. management of respiratory conditions for Acute Respiratory Deterioration and Critical Care).

Written support from the line manager and a named clinical mentor will be required as a prerequisite for some option modules (e.g. Principles and Practice of Joint and Soft Tissue Injection).

Registration with the appropriate professional governing body and third party insurance will also be a prerequisite for some option modules (e.g. option modules which include a practical clinical skills component)

Musculoskeletal Management at the Interface students not undertaking this module in their own place of work will be required to produce current evidence of all mandatory training within their own organization including Cardio-Pulmonary Resuscitation/Basic Life Support, Infection Control, Manual Handling, and Fire and Health and Safety. Additionally, they will be required to sign and abide by an honorary contract.

International candidates should have an English Language qualification, in written and or spoken English. Normally IELTS 6.5 score with no less than 6 in any sub test, or an equivalent qualification, is required.

#### **Re-admission**

Application for re-admission to a programme/course/module following immediately or closely on a requirement to withdraw will normally be considered only in the most exceptional cases, because:

i) confidence that the applicant has good prospects of successfully completing the programme/course/module would normally be absent if the applicant had been required to withdraw from the programme/course/module in the recent

past;

and

ii) the whole purpose of the various provisions in University Regulations to deal with academic failure of modules (e.g. concerning extenuating circumstances, and reasonable opportunities for re-assessment, repeating option modules and periods of study) and opportunities for the impartial hearing of appeal, and where necessary leave of absence, is to ensure that a student has every opportunity, consistent with the maintenance of academic standards, for success within the programme/course/module.

### **Arrangements for Recognition of Prior Learning (RPL)**

Prior learning can be brought forward into this programme, either from students having successfully gained credits at level 7 from other Higher Education Institutions (HEIs) or having undertaken professional learning (for example in the workplace) or attending non-credit-bearing professional courses. The relevant Module Tutors, Director of Postgraduate Programmes and the External Examiner, whose decision is final, will look at each student's case individually and make recommendations to the Admissions Office. For some option modules, there is a specific approved RPL route already in existence.

See link for further details:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

At the Examination Board the student's profile will be reviewed and where appropriate the RPL credits will be recorded. The marks from RPL modules will be considered for progression and the final award in the light of the information provided.

In exceptional circumstances a student who has successfully completed a Postgraduate Diploma in an area with a similar philosophy and covering a similar knowledge base may be allowed to join the dissertation stage. The process is the same for RPL and the credits need to be current (normally gained within the preceding 5 years). The Programme Team and the External Examiner, after consultation with Admissions, will make this decision.

Students considering RPL should discuss this with the programme lead

## **5. How are students supported on the programme?**

### **Mechanisms of Student Support in the School of Allied Health Professions for Postgraduate students**

*(in addition to University systems in place for student support such as the Language Centre, Student Support Service, Counselling Service, International Student Support, Library support from the Health Librarian, Chaplains and other religious leaders, etc.)*

All support for all students on the programme is available face-to-face during an individual meeting, or can also be undertaken virtually via MS Teams, telephone or e-mail. Students are fully informed, at the Induction Day for all programmes, and also the start of each module.

The School of Allied Health Professions offers (at no extra cost to each student) a specifically tailored study skills package from the Language Centre to support all students for their presentation and written work and assignment preparation; this programme is available at the beginning of each academic year.

### **Personal Tutor System (pastoral and academic advice)**

- All students, whether part-time or modular are allocated a personal tutor who will maintain regular contact with the student). The personal tutor acts as the first point of contact for students on any issues which might affect their learning. The personal tutor can refer the student on to a wide range of specialist health, welfare, and financial services coordinated by the University's Centre for Student Learning and Support. Students may request a change of personal tutor if they wish.

### **Academic Staff providing academic advice, also pastoral support**

Programme Director and Programme Leaders and Module Leaders frequently provide advice to students about module choices, progress issues, and often are involved in a pastoral role

- All members of the postgraduate team provide ongoing tutorial support for all students when requested, to support learning, to give individual feedback on assessments, and also for pastoral issues
- Programme Leaders, Module Leaders and the Director of Education will give advice about choosing option modules for this programme
- Formal Academic Progress Review takes place for full time students in the autumn and is available for any students who wish to undertake a review or who are specifically identified by the course team as requiring an individual meeting with tutors

### **Other mechanisms for support in the clinical area**

- Joint and Soft Tissue Injection Therapy students will be supported in the workplace by a clinical mentor who has signed an agreement letter being fully cognizant of their requirements as outlined in the mentors' handbook.
- Musculoskeletal Management at the Interface students will be supported in the workplace by clinical mentors who will undertake the clinical assessment component of the module.

### **Support for students with a disability**

- The Disability Student Support Tutor for the School of Allied Health Professions is also available to support students with any specific disability issues

## **6. Learning Resources**

The programmes are taught mainly in modern teaching rooms in the School of Allied Health Professions, all of which are equipped with computers, internet access and electronic whiteboards and/or projection equipment. Rooms are designed to be flexible and can be used for larger groups, also more informally for small groups working together.

The learning resources available to students on the programme include:

- An extensive collection of materials relevant to postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the Royal Stoke Hospital site (University Hospital of North Midlands). A number of relevant journals are also accessible online to all registered students, and are accessible from anywhere in the world with a university username and password
- The Keele Learning Environment (KLE) and MS Teams provide easy access to a wide range of learning resources including lecture notes and presentations, discussion boards and blogs enabling students and tutors to discuss topics, all information about the programme and all modules, and other materials designed specifically for particular modules
- The School of Allied Health Professions has a large range of relevant teaching materials available to all courses including a wide range of anatomical models, access to normally restricted websites related to anatomical, physiological, pathological and pharmacological information, video and DVD materials, electrotherapy equipment, and a wide range of equipment related to exercise therapy, motor control and performance stability, including small apparatus, and adjustable plinths. Various pieces of specialized exercise testing equipment are also available (e.g. gas analysis, cycle ergometer, treadmill, sensory testing kits, heart rate monitors, video, etc.)

- Specialist equipment is available for the use in specific option postgraduate modules, for example, to support the practical sessions in Essentials of Manual Therapy Assessment, Acute Respiratory Deterioration and Critical Care, Assistive Technologies in Neuromuscular Rehabilitation.
- Computers for student use are situated in both the main Campus Library, also in the Health Library

## **7. Other learning opportunities**

Other learning experiences which may be available within this programme include visits to gait analysis laboratories at Staffordshire University, and Robert Jones and Agnes Hunt Orthopaedic Hospital in Oswestry, for example as part of the Assistive Technologies in Neuromuscular Rehabilitation. Transport from Keele will be arranged free of charge for such visits if the visit forms part of a module. During all modules in the programme, students have the opportunity to hear from and talk to a range of guest speakers, many of whom are experts in their field at national and international level. During practical classes also on clinical sites for some modules, students are taught and mentored by highly experienced tutors and practitioners

## **8. Quality management and enhancement**

The Programme is managed by a Postgraduate Programme Monitoring Committee, which meets once per semester, and which consists of postgraduate student representatives for the programme, the Director of Education, all Programme Leaders, all Module Leaders, the Admissions Tutors, Examinations Officer, and all those who teach on the Programme. The Director of Education is responsible for the overall direction of learning and teaching on the Programme, and reports to both the School and Faculty Education Committees.

The quality and standards of learning and teaching for all programmes in the School of Allied Health Professions are subject to a continuous process of monitoring, review and enhancement.

- The Postgraduate Programme Monitoring Committee of the School of Allied Health Professions is responsible for reviewing and monitoring quality management and enhancement procedures and activities across all postgraduate taught programmes
- The programme is reviewed annually by the Postgraduate Annual Review Board
- An annual report is produced, which reports on all postgraduate programmes in the School of Allied Health Professions and includes all programme statistics, and quality management and enhancement issues in detail

Student evaluation of, and feedback on, the quality of learning in programme takes place in several ways:

- All modules are evaluated (electronically via the KLE) by students each time they run. The results are reported to module leaders, then reviewed and discussed at the appropriate School Education Committee and the Postgraduate Programme Monitoring Committee
- Feedback received from students undertaking the programme is gathered by the student representatives of the programme (representing home/EU students, and representing part-time/modular students) and discussed, considered and actions stated, via an online Discussion Board on the KLE which forms an ongoing Staff-Student Voice Forum. The members of this forum are the student representatives, any postgraduate student and the academic staff on the teaching team. Summaries are published online and in hard copy and are thus widely available to students.
- Issues discussed and actions proposed or taken as a result of the Staff-Student Voice Forum are brought forward to the appropriate School Education Committee and the Postgraduate Programme Monitoring



Committee; a report of main issues arising and actions taken are provided in the Postgraduate Annual Programme Review

A senior member of academic staff from another university is appointed by the University's Senate to act as an external examiner for the MSc Advanced Physiotherapy pathways. They are responsible for:

- Approving all assessment and examination questions
- Confirming marks which contribute to a named award on the programme
- Reviewing and giving advice on the structure and content of the programme and all assessment procedures
- Production of an annual report which is sent to the Quality Assurance Office and thence to the School; the report, and any issues arising from it, are discussed at the School Learning and Teaching Committee, and at the Postgraduate Programme Monitoring Committee, and included in the Postgraduate Annual Programme Review

External examiners see all assessed work marked internally as 'fail'; they also view a sample of work representing a range of marks from each module. All marks awarded are ratified by the external examiner at each exam board.

## 9. The principles of programme design

The MSc Advanced Physiotherapy pathways described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

Department of Health:

Report to the National Allied Health Professional Advisory Board on the outcomes of the Modernising Allied Health Professional Careers Programme

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215721/dh\\_124803.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/215721/dh_124803.pdf)

The UK Quality Code for Higher Education (March 2018)

[http://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781\\_6](http://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_6)

The Quality Assurance Agency for Higher Education: UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Quality Assurance Agency for Higher Education: Guidelines for preparing programme specifications, 2011

<http://dera.ioe.ac.uk/13488/3/Quality-Code-Chapter-A3.pdf>

Quality Assurance Standards (2013) Chartered Society of Physiotherapy

<http://www.csp.org.uk/publications/quality-assurance-standards>

Our Future: Keele University Strategy <https://www.keele.ac.uk/discover/strategicplanandmission/>

The Code of Practice for Postgraduate Taught Personal Tutoring at Keele

<https://www.keele.ac.uk/personaltutoring/>

## 10. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created		

Revision history	29.04.2015 02/07/2015	Advanced Therapeutic Management of Respiratory Problems is replaced with Acute Respiratory Deterioration and Critical Care as core module for MSc Physiotherapy (full time route)
Date approved at FLTC	02.07.15	As above
Date reviewed at SLTC	14.11.2016	
Date reviewed at SLTC	05.04.17	Proposal for MSc Physiotherapy Part Time route to become a 3 year route due to non-equivalence with MSc Physiotherapy Full Time route re module choices/options and to bring MSc Physiotherapy Part Time route in line with all other part time Masters routes within SHAR
Revision history	22.03.17	MSc Physiotherapy programme specification created as separate document to previous collated MSc Physiotherapy (all routes) specification
FLTC approval	10.8.17	
Revision History	13.06.2018	MSc Advanced Physiotherapy renamed to distinguish the programme from Master's level qualifying routes awaiting approval  Motor Control Retraining of Movement Dysfunction module removed – no longer available through SHAR
FLTC approval	05.07.2018	
Revision history	02.07.2021	Programme specifications for all MSc Advanced Physiotherapy routes amalgamated into one programme specification document indicating specific award structures for each and introduction of new award: MSc Adv PT (MSK)
FEC approval	15/7/21	