

**SCHOOL OF HEALTH AND REHABILITATION**

**PROGRAMME SPECIFICATION**

**Postgraduate Certificate in Applied Clinical Anatomy**

**Information for students:**

This programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Quality Assurance processes. 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.

**Name of programme:** Applied Clinical Anatomy

**Name of award:** Postgraduate Certificate in Applied Clinical Anatomy.

**Intermediate awards available:** N/A

**Mode of study:** Full time or Part time.

**Duration of programme:**

Part time students have up to 2 years to achieve a certificate award following initial registration

Full time students have 9 months to achieve a certificate following initial registration

**What is the Philosophy of the Programme?**

The certificate is designed to allow students to expand their knowledge, develop their skills in a specific anatomical focus of their choice, foster personal development and promote a sound level of critical analysis.

For the Postgraduate Certificate in Applied Clinical Anatomy the two core modules are compulsory; to Applied Clinical Anatomy 1, and Applied Clinical Anatomy 2. To facilitate on going personal development and make up the required 60 Masters level credits, the student can choose a further optional module related to the aims of the certificate. There are many Masters level modules available within the University, which are open to students.

The structure of the core modules meets the needs of individuals to review and evaluate the scientific background of anatomy. The optional module allows students to devise a programme to suit their own specific requirements in terms of professional and personal development.

***Educational Aims of the Programme***

The aims of the programme are to:

- Provide an environment where the student is motivated to develop academically, personally and professionally.
- Transfer scientific knowledge from theory into practice
- Develop the process of critical evaluative thinking, writing and communication.
- Develop critical reading of anatomical of research.

***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*

- evaluate knowledge and understanding of the core scientific anatomical principles and practice
- challenge underlying assumptions and established principles of the anatomical knowledge base.

*Skills and other attributes*

- Integrate core scientific anatomical knowledge with professional practice.
- Synthesize and evaluate information from diverse sources and settings, relating to anatomy
- Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of the relevant literature.

*Transferable Key Skills*

- communicate effectively with a wide range of individuals using a variety of means
- 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
- high level of decision making.

*The Keele Distinctive Graduate*

Engagement with our postgraduate 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.

**2. 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, in the core anatomy modules much work is undertaken in small groups. Methods include the following:

- traditional lectures where the lecturer provides students with a framework and context for further reading and independent study
- small group workshops when students work together
- student and tutor-led tutorials which encourage topics of interest and relevance to a module to be discussed in depth within a small group

- practical work in allows students to observe the application of, or develop the learning of new practical skills under close supervision of expert practitioners and academics
- web-based learning using the University's virtual learning environment (KLE): this is used by all modules and provides 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 Master's level; 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
- for APE/CL students 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 anatomical sciences
- guided independent study, tutorials and the use of portfolios will assist the student to explore in depth a chosen aspect of anatomy
- small group work, such as seminars, and workshops, provide opportunities for students to clarify and exchange ideas, and to question and challenge underlying assumptions and established principles in anatomical sciences.
- 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

### ***Teaching Staff***

The permanent teaching staff on the Postgraduate Certificate in Applied Clinical Anatomy consists of professors, senior lecturers, and lecturers. 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.

### **3. What is the Structure of the Programme? See Figure 1**

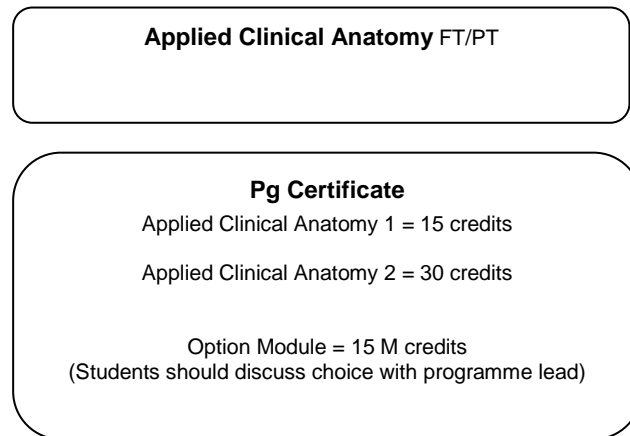
This programme is based on the 60 M level (level 7) credit system = Postgraduate Certificate

N.B. Research Methods in Health is a module students are encouraged to undertake.

N.B. The optional modules available may be subject to student uptake

## Figure 1 Programme Structure

Indicates the core and option module required for the programme



### Accreditation of Prior Credited Learning

*Accreditation of Prior Credited Learning (APCL) or Accreditation of Prior Experiential Learning (APEL)*

Students can apply for APCL/APEL normally against the option module, 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. Normally no more than 50% of the credits with which a student wishes to gain the award of PGCert, can be contributed through APCL or APEL (i.e. 30 for PGCert). (See section 5 for details)

### Applied Clinical Anatomy

**Table 1: Summative Assessment Profile**

<b>Level Outcome</b> <b>N.B. These are all at level 7 (Master's level)</b>	<b>Module(s) 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>		
Evaluate knowledge and understanding of the core scientific anatomical principles and practice	Clinical Anatomy 1 and 2	Assignment, presentation or interactive practical examination (student choice) Portfolio
Challenge underlying assumptions and established principles of the anatomical knowledge base.	Clinical Anatomy 1, Clinical Anatomy 1 and 2	Assignment, presentation or interactive practical examination (student choice) Portfolio
<b>Skills and other attributes</b>		
Integrate core scientific anatomical knowledge with professional practice.	Clinical Anatomy 1, Clinical Anatomy 1 and 2  <i>Option Module</i>	Assignment, presentation or interactive practical examination (student choice) Portfolio <i>Assessment specific to individual modules</i>

Synthesize and evaluate information from diverse sources and settings, relating to anatomy	Clinical Anatomy 1, Clinical Anatomy 1 and 2  <i>Option Module</i>	Assignment, presentation or interactive practical examination (student choice) Portfolio <i>Assessment specific to individual modules</i>
Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of the relevant literature.	Clinical Anatomy 1, Clinical Anatomy 1 and 2  <i>Option Module</i>	Assignment, presentation or interactive practical examination (student choice) Portfolio <i>Assessment specific to individual modules</i>
<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

#### 4. 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** – they are normally 4,000 words in total length. The essay provides some student choice in that the student may choose a particular topic upon which to centre their essay. All essays will test the student's ability to support their discussion with relevant literature, which is critically appraised, and to integrate and synthesise their arguments in relation to the essay question.
- **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 anatomic sciences.
- **Presentations** – these are oral and the student would be expected to utilise relevant findings from

the literature to support their argument. This form of assessment may be chosen by the student instead of a written essay in Clinical Anatomy 1, although similar subject matter would be covered and includes time for questions and discussion. 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

- **Interactive practical examination** - This form of assessment may be chosen by the student instead of a written essay in Clinical Anatomy 1, although similar subject matter would be covered and includes time for questions and discussion.
- Option modules may be assessed in various ways student will need to see individual module descriptors

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 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.

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

The Programme is aimed at students who have studied some basic anatomy within their first degree for example; medical doctors, allied health professionals, nurses, midwives, other health related professionals, graduates in biology, cell biology, biomedical science, sports science, medical illustrators etc.

Candidates should normally have a first or second class honours degree in a relevant subject and/or recognized professional qualifications. Candidates without degrees may be considered on an individual basis.

Students can apply for APEL against Clinical Anatomy 1 using the University Accreditation of Prior Learning guidelines. A portfolio and a successful in-depth interview will form part of the admission process for this.

International candidates should have an English Language qualification, in written and or spoken English. Normally TOEFL minimum 600 score or IELTS 6.5 score with no less than 6 in any unit, 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 Accreditation of Prior Credited Learning (ACPL) and Accreditation of Prior Experiential Learning (APEL)**

Prior learning, which can be brought forward into this programme, either from students having successfully gained credits at master's level from other Higher Education Institutions (HEIs), called APCL, or having undertaken professional learning (for example in the workplace) or attending non-credit-bearing professional courses, called APEL. 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 Postgraduate Office.

#### **Extent of APCL/APEL permissible**

APCL/APEL will only normally be considered against the option modules on the programme. Occasionally APCL against the Research Methods module may be considered.

Normally no more than 50% of the credits with which a student wishes to gain an award of PGCert, PGDip or MSc can be contributed through APCL or APEL (i.e. 30 for PGCert,).

No more than 25% of the credits with which a student wishes to gain an award can be contributed through accreditation of modules undertaken at other HEIs during registration on the Keele framework.

#### **Accreditation of Prior Credited Learning (APCL)**

In some cases a student may be able to apply for accreditation of prior credited learning (APCL) for M level study at the same or at a different University. These credits must normally have been gained within the five years previous to them joining the current programme of study.

The APCL module(s) should fit in with the overall philosophy and aims of objectives of the named programme and should not contravene any of the university regulations.

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

- A letter of verification from the awarding University of a pass and the mark awarded and credits is normally required.

#### **Accreditation of Prior Experiential Learning (APEL)**

In some cases a student may be able to apply for accreditation of prior experiential learning (APEL) for M level study by showing evidence of learning through professional experience and/or attendance at professional courses that do not carry credits.

The APEL module(s) should fit in with the overall philosophy and aims of objectives of the named programme and should not contravene any of the university regulations.

Students considering either APEL/APCL should discuss this with the programme lead

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

*(in addition to University systems in place for student support such as the English Language Unit, 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 via telephone or e-mail (many students live at a long distance from Keele, and are usually working full-time (e.g. as health care professionals) whilst working on their certificate, or individual

modules). Students are fully informed, at the Induction Day for all programmes, which happens at the start of each semester in the School of Health and Rehabilitation, and also the start of each module, about support systems available for them

The School of Health and Rehabilitation offers (at no extra cost to each student) a specifically tailored package from the English Language Unit (ELU) to support all students for their presentation and written work and assignment preparation; this programme is available at the beginning of the Academic year.

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

- All students, whether full-time, part-time or modular are allocated a personal tutor, who will maintain regular contact with the student (as per the Code of Practice for Postgraduate Taught Personal Tutoring). 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 co-ordinated 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 Postgraduate Programmes 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

### **Support for International Students (in the School of Health and Rehabilitation – this in addition to University International Student Support)**

- The admissions tutors are fully cognisant of the needs of all students, including international students, and support is given both prior to arrival (telephone advisory interviews, also face-to-face advisory interviews during international visits), and whilst the student is studying with us in the School of Health and Rehabilitation
- The admissions tutors are members of the postgraduate teaching team
- We consider this process to be an important role as we are very aware of the particular challenges which face students coming to the UK from cultures and educational systems which may be very different from those in the UK
- There is an induction week for international postgraduates, giving information on academic requirements, support and other facilities, as well as allowing students to settle in at Keele and sort out practical issues before the start of teaching. The International Student Support Officer is available to help international students with any questions or issues they might have.

### **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 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, Infection Control, Manual Handling and Fire and Health and Safety. Additionally they will be required to sign and abide by an honorary contract.



### Support for students with a disability

- The **Disability Link Officer (DLO)** for the School of Health and Rehabilitation is also available to support students with any specific disability issues

### 7. Learning Resources

The programme is taught mainly in modern teaching rooms in the School of Health and Rehabilitation and the School of Medicine, 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 University Hospital of North Staffordshire. 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) provides 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 (e.g. the core / optional module, Evidence-Based Practice, is delivered entirely online, and all support materials are thus available online).
- The School of Health and Rehabilitation and the School of Medicine have 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.
- Specifically for the two core anatomy modules the resources of the anatomy suite in the School of medicine are available: these resources include cadavers and prosections.
- Computers for student use are situated in both the Main Library, also in the Health Library

### 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 Postgraduate Programmes, all Programme Leaders, all Module Leaders, the Admissions Tutors, Examinations Officer, and all those who teach on the Programme. The Director of Postgraduate Programmes is responsible for the overall direction of learning and teaching on the Programme, and reports to the both the School and Faculty Learning and Teaching Committees.

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

- The Postgraduate Programme Monitoring Committee of the School of Health and Rehabilitation is responsible for reviewing and monitoring quality management and enhancement procedures and activities across all postgraduate taught programmes
- The Programme is run in accordance with the standards set out in the University's Academic Quality and Standards Manual and is subject to annual audits of its compliance with the Manual by the University's Quality Assurance Office by way of the Annual Monitoring Questionnaire

- 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 Health and Rehabilitation and includes all programmes' statistics, and quality management and enhancement issues in detail

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

- All modules are evaluated (electronically via the KLE) by students each time they run (as per Keele Assessment Strategy, 2008) and the results are reported to module leaders and reviewed and discussed at the appropriate School Learning and Teaching Committee and the Postgraduate Programme Committee
- Feedback received from students undertaking the Programme is gathered by the student representatives of the Programme (one representing full-time, one representing modular students) and discussed, considered and actions stated, via the online Discussion Board on the KLE which forms an ongoing Staff-Student Liaison 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 Liaison Forum are brought forward to the appropriate School Learning and Teaching Committee and the Postgraduate Programme Monitoring Committee; a report of main issues arising and actions taken are provided in the Postgraduate Annual Course Report
- A senior member of academic staff from another university is appointed by the University's Senate to act as an external examiner for the Postgraduate Certificate in Applied Clinical Anatomy.

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 Course Report

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.

## **9.0. The principles of programme design**

The MSc Neuromusculoskeletal Healthcare Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- Programme Specification Template: Keele University, 2009.

- Guidelines for preparing programme specifications, Quality Assurance Agency for Higher Education, 2006.
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, Quality Assurance Agency for Higher Education, 2008.
- Learning and Teaching Strategy 2011-2015, Keele University,
- Keele Assessment Strategy, Keele University, 2011.
- Faculty of Health Learning and Teaching Strategy 2007-2010, Keele University, 2011-15.
- School of Health and Rehabilitation Learning and Teaching Action Plan 2011-2015
- Strategic Plan for the School of Health and Rehabilitation 2011 – 2015
- **The Code of Practice for Postgraduate Taught Personal Tutoring at Keele, 2013**

**11. Date on which programme specification was written or revised**

This programme specification was revised written in July 2013

