Quality Assurance

Masters, Postgraduate Diploma, Postgraduate Certificate in Neuromusculoskeletal Healthcare

Programme Specification Template: Postgraduate

Information for students: the 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 Curriculum Annual Review and Development process. 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.

Names of programme(s) and award title(s)	**Neuromusculoskeletal Healthcare** Postgraduate Certificate/ Postgraduate Diploma / Masters degree
Mode of study	Part time or Modular
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration:	Modular students have up to 5 years to achieve an MSc award following initial registration Part time students have up to 36 months to achieve an MSc 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: http://www.keele.ac.uk/qa/externalexaminers/

1. What is the philosophy of the Programme?

The term "Neuromusculoskeletal" refers to the musculoskeletal system and the related neuromuscular and cardiovascular systems. This course aims to study the health care of patients with Neuromusculoskeletal problems from a dynamic and expanding perspective. The philosophy of this flexible modular course is to broaden the field of Neuromusculoskeletal health care and encourage personal development. This programme facilitates metacognition, analysis, discussion and critical appraisal of scientific and clinical knowledge. The overall philosophy is to encourage an analytical, questioning attitude which in turn will lead to evidence based practice together with innovation in clinical practice.

The structure of the core modules meets the needs of individuals to review and evaluate the scientific background of their own specialism and to integrate this into their clinical practice. 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 and evidence based practice module together with the dissertation, develops the students' research capabilities and critical evaluation skills.

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.
- promote reflective thinking and metacognition.
- develop the process of critical and evaluative thinking, writing and communication.
- provide self-evaluation
- transfer scientific knowledge from theory into practice.
- develop the skills of research.
- develop professionally in areas beyond from their own specialism.

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 neuromusculoskeletal rehabilitation
- question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles in neuromusculoskeletal rehabilitation
- 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 neuromusculoskeletal rehabilitation is based
- question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of neuromusculoskeletal knowledge base.
- integrate core scientific knowledge with the professional practice of neuromusculoskeletal rehabilitation
- challenge, evaluate, modify, develop the theory and the practice of neuromusculoskeletal rehabilitation
- 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
- Utilise problem-solving skills in a variety of theoretical and practical situations.
- 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/*

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, but normally the maximum would be 50 and the minimum six, thus much work is, in effect, 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; some lectures may feature guest speakers who are clinicians, active researchers, and academics in the field of neuromusculoskeletal rehabilitation.

- small group workshops when students work together to, for example, critically appraise papers relating to some aspect of neuromusculoskeletal rehabilitation, 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 a neuromusculoskeletal dysfunction, 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): 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; one module (Evidence-Based Practice) is delivered entirely online via the KLE

- 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

- 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 APEL 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 neuromusculoskeletal rehabilitation, 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 neuromusculoskeletal rehabilitation, 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 neuromusculoskeletal rehabilitation.

- 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 neuromusculoskeletal rehabilitation 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 MSc Neuromusculoskeletal Healthcare Programme consists of professors, senior lecturers, lecturers and teaching fellows. The majority of members of staff have post-graduate qualifications (some masters and some doctoral) in disciplines related to healthcare, rehabilitation, bioengineering, or education. Several members of staff 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 internationally recognised specialist groups such as the Musculoskeletal Association of Chartered Physiotherapists (MACP).

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.

3. What is the Structure of the Programme?

See Figure 1

This programme is based on the 180 Level 7 credit system = MSc award

Certificate, Diploma and MSc Neuromusculoskeletal Healthcare (part time and modular)

Certificate

> *Core Modules:* Research Methods in Health, Applied Clinical Anatomy 1 and Physiology of Neuromusculoskeletal Tissue. (15 credits each)

Diploma and MSc

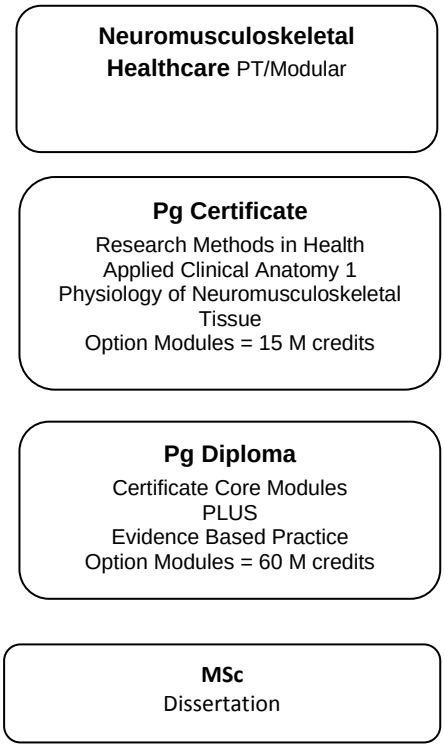
> Core Modules: *Research Methods in Health, Applied Clinical Anatomy 1, Physiology of Neuromusculoskeletal Tissue and Evidence Based Practice: (15 credits each). Dissertation (60 credits)*

N.B. Research Methods in Health is normally the first module undertaken for any stage

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

Figure 1 Programme Structure

Indicates the core and option modules required at each stage for the programme



Dissertation Module

Students successful in the Postgraduate Diploma Neuromusculoskeletal Healthcare stage can proceed on to the dissertation stage and will be required to submit a research-based dissertation = 60 Level 7 credits.

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 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. 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, 60 for PGDip, 90 for MSc). APEL or APCL are not possible within the MSc dissertation stage. (See section 5 for fuller details)

Table 1: Summative Assessment Profile

Learning Outcome **N.B. These are all at Level 7**	**Module in which this is delivered**	**Principal forms of assessment (of the Learning Outcome) used**
Students who successfully complete the programme will be able to:		
Knowledge and Understanding		
Demonstrate capacity for critical enquiry, analysis	Research Methods in	Essay

of arguments, and critical evaluation of research literature and other sources of evidence	Health Evidence Based Practice Assessment and Measurement *Option Modules*	Essay Interactive viva *Assessment specific to individual modules*
Evaluate knowledge and understanding of the core scientific principles and concepts of neuromusculoskeletal rehabilitation	Applied Clinical Anatomy 1, Physiology of Neuromusculoskeletal Tissue *Option modules. Examples include:* Independent Study	Assignment, presentation or interactive practical examination (student choice) *Assessment specific to individual modules* Portfolio
Question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles in neuromusculoskeletal rehabilitation	Evidence Based Practice *Option modules. Examples include:* Independent Study	Essay *Assessment specific to individual modules* Case study Portfolio
Transfer scientific knowledge from theory into practice	Applied Clinical Anatomy 1 *Option modules. Examples include:* Physiology & Pharmacology of Pain	Assignment, presentation or interactive practical examination (student choice) *Assessment specific to individual modules* Essay
Skills and other attributes		
Demonstrate an understanding of the research process and evidence based practice	Research Methods in Health Evidence-Based Practice Dissertation *Option Modules*	Essay Essay Thesis *Assessment specific to individual modules*
Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of research literature	Research Methods in Health Evidence Based Practice Assessment and Measurement Dissertation *Option Modules*	Essay Essay Interactive viva Thesis *Assessment specific to individual modules*
Evaluate knowledge and understanding of the core scientific principles and concepts on which neuromusculoskeletal knowledge is based	Applied Clinical Anatomy 1	Assignment, presentation or interactive practical examination (student choice)

	Option modules. *Examples include:* Assessment and Measurement Psychosocial Aspects of Pain	*Assessment specific to individual modules* Interactive viva Essay
Question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of neuromusculoskeletal rehabilitation knowledge base.	Evidence Based Practice *Option modules.* Concepts of Neurological Rehabilitation	Essay *Assessment specific to individual modules* Essay based on clinical case study
Integrate core scientific knowledge with the professional practice of neuromusculoskeletal rehabilitation	Applied Clinical Anatomy 1 *Option modules.* Examples include: Essentials of Manual Therapy Assessment Dynamic Ultrasound Imaging	Assignment, presentation or interactive practical examination (Student choice) *Assessment specific to individual modules* Portfolio of 3 case studies and interactive practical exam Case study and interactive practical exam
Challenge, evaluate, modify, develop the theory and the practice of neuromusculoskeletal rehabilitation	Assessment and Measurement *Option modules.* *Examples include:* Assistive Technologies in Neuromuscular Rehabilitation Independent Study	Interactive Viva *Assessment specific to individual modules* Essay or Oral presentation (student choice) Portfolio
Plan, implement and document a piece of original research addressing ethical and professional issues as appropriate	Dissertation	Dissertation Thesis

Transferable/Key Skills		
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	All modules	Assessment specific to individual

means of achieving them		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

Below are listed the Exit Awards for each stage: Postgraduate Certificate, Postgraduate Diploma, and MSc:

Award: Neuromusculoskeletal Healthcare (part time and modular)

Certificate = 60 credits achieved in Research Methods in Health, Applied Clinical Anatomy 1 and

30 credits from option modules

Diploma = 120 credits achieved in certificate modules and either Evidence Based Practice OR Assessment and Measurement module and 75 credits from option modules

MSc = 180 credits achieved in certificate and diploma modules and the Dissertation

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

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** – 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 their 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 their essay (e.g. Anatomy). 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.
- **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 (e.g. Motor Control Retraining of Movement Dysfunction). These assignments enable the student to develop their 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, in the field of neurological rehabilitation). 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, Introduction to Acupuncture, Essentials of Manual Therapy Assessment)

- **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, 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 Health and Rehabilitation or other appropriate ethics committee, is supported throughout by small group workshops, also by an individual supervisor. This assessment develops the practical research skills of the student, and enables them to design and carry out a piece of research to answer a clinically relevant question in the field of neuromusculoskeletal rehabilitation. 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.

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

The Programme is aimed at appropriately qualified physiotherapists and other health professionals who are interested in patients with neuromusculoskeletal dysfunction.

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

Twelve months post qualification/registration experience **or** registration with the Health and Care Professions Council, UK is required for all applicants in health field

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)

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. For some option modules, there is a specific approved APEL route already in existence (Motor Control Retraining of Movement Dysfunction and Introduction to Acupuncture)

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, 60 for PGDip, 90 for MSc). APEL or APCL are not possible within the MSc dissertation stage.

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 Level 7 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 Level 7 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.

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 APCL and the credits need to be current (normally gained within the preceding 5 years). The Programme Team and the External Examiner, after consultation with Academic Affairs, will make this decision. An example of this is a student returning to the UK from abroad.

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

6. How are students supported on the programme?

Mechanisms of Student Support in the School of Health and Rehabilitation (SHAR) 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 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 Master's Degree, 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 Language Centre 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)

- 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 Student Support Tutor 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, 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 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 specialised 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 Manual Therapy, Assistive Technologies in Neurological Rehabilitation, and Acupuncture modules

- Computers for student use are situated in both the Main Library, also in the Health Library

8. 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. 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

9. 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 MSc Neuromusculoskeletal Healthcare. 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.

10. 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 Postgraduate Template: Keele University, 2016-17.
- 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

11. Programme Version History

Version History	**Date**	**CHANGES / NOTES**
Date first created		
Revision history	28.10.2016 14.11.2016 08.12.2016 13.01.2017	Duration of PT pathway (from 2 to 3 years) Approved at SLTC Approved at FLTC (subject to minor administrative changes) Amendments made, transferred onto new template and forwarded to QAO.