

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	Postgraduate Certificate in Applied Clinical Anatomy
Award type	Postgraduate Certificate
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the 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
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	The fee for 2023/24 is £3,850 per annum*

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview 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 there are two compulsory modules: 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 Master's level modules available within the University, which are open to students.

The structure of the compulsory 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.

In your programme you may sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a

defined protocol.

3. Aims of the programme

The broad aims of the programme are to enable you 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.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

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

Subject specific skills

Successful students will be able to:

- 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.

Key or transferable skills (including employability skills)

Successful students will be able to:

- 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.

Keele Graduate attributes

Engagement with this programme will enable you to 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. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level 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 Recognition of Prior Learning (RPL) 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.

6. 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.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

There are 60 credits of Level 7 modules required for the Postgraduate Certificate.

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

Recognition of Prior Learning - students can apply for Recognition of Prior Learning (RPL) normally against the optional 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 RPL (i.e. 30 for PGCert).

Programme Structure

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	45	15	15	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Applied Clinical Anatomy 1	PTY-40033	15	Semester 1
Applied Clinical Anatomy 2	PTY-40030	30	Semester 2

Optional modules	Module Code	Credits	Period
Research methods in health	HLT-40001	15	Semester 1
Physiology of the neuromusculoskeletal tissue	PTY-40005	15	Semester 1
Psychosocial aspects of pain	PTY-40011	15	Semester 1

Level 7 Module Rules

Applied Clinical Anatomy 1 must be completed prior to undertaking Applied Clinical Anatomy 2.

Students should discuss their optional module choice with the programme lead.

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Evaluate knowledge and understanding of the core scientific anatomical principles and practice	Applied Clinical Anatomy 2 - PTY-40030 Applied Clinical Anatomy 1 - PTY-40033
Challenge underlying assumptions and established principles of the anatomical knowledge base.	Applied Clinical Anatomy 1 - PTY-40033 Applied Clinical Anatomy 2 - PTY-40030

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Integrate core scientific anatomical knowledge with professional practice.	Applied Clinical Anatomy 1 - PTY-40033 Applied Clinical Anatomy 2 - PTY-40030 Optional module
Synthesize and evaluate information from diverse sources and settings, relating to anatomy	Applied Clinical Anatomy 1 - PTY-40033 Applied Clinical Anatomy 2 - PTY-40030 Optional module
Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of the relevant literature	Applied Clinical Anatomy 2 - PTY-40030 Applied Clinical Anatomy 1 - PTY-40033 Optional module

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Communicate effectively with a wide range of individuals using a variety of means	All modules
Evaluate his/her own academic, professional and health care practice	All modules
Practice and promote continuing professional development (CPD)	All modules
Take responsibility for personal and professional learning and development	All modules
Identify own learning needs and means of achieving them	All modules
Enhance, update and develop appropriate knowledge and skills, balancing own needs with available resources	All modules
Share and disseminate personal knowledge and skills gained to colleagues	All modules
Develop information management skill e.g. IT skills	All modules

8. Final and intermediate awards

Postgraduate Certificate	60 credits	You will require 60 credits at Level 7
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9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **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 Applied 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 Applied Clinical Anatomy 1, although similar subject matter would be covered and includes time for questions and discussion.
- Optional modules may be assessed in various ways student will need to see individual module descriptors.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

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.

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.

English for Academic Purposes

Please note: All new international students entering the university will sit a diagnostic language assessment. Using this assessment, the Language Centre may allocate you to an English language module which will become compulsory. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

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

13. 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, e-mail or MS Teams. Students are fully informed about student support systems at the School of Allied Health Professions postgraduate taught programmes induction day, which takes place at the beginning of each academic year, as well as at the start of each module.

The School of Allied Health Professions 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.

Academic Mentor System (pastoral and academic advice)

- All students, whether full-time, part-time or modular are allocated an Academic Mentor, who will maintain regular contact with the student. The Academic Mentor acts as the first point of contact for students on any issues which might affect their learning. The Academic Mentor can refer the student on to a wide range of specialist health, welfare, and financial services co-ordinated by the University's Student Services. Students may request a change of Academic Mentor 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 Directors, Module Leads 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 Allied Health Professions - 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 Allied Health Professions.
- 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 Allied Health Professions is also available to support students with any specific disability issues.

14. Learning Resources

The programme is taught mainly in modern teaching rooms in the School of Allied Health Professions and the

School of Medicine, all of which are equipped with computers, internet access and electronic whiteboards. 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 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) 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 choices, whether taught entirely online, in situ at Keele, or offered as a hybrid delivery).
- The School of Allied Health Professions 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, and video resources.
- Specifically for the two compulsory 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

15. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, printing and provision of USB containing a copy of the submitted work, and graduation. We do not anticipate any further costs for this programme.

16. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the programme committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

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

17. The principles of programme design

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

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

Version History

This document

Date Approved: 17 April 2023

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2022/23	KIM MAJOR	19 August 2022	