

# Programme Specification: Post Graduate Taught

## For students starting in Academic Year 2023/24

### 1. Course Summary

<b>Names of programme and award title(s)</b>	MSc Pain Science and Management
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Modular Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	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
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<b>UK students:</b> Part-time fee for 2023/24 is £4,900 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 philosophy of this flexible modular course aims to broaden the knowledge, understanding of the science and management of pain and encourage individual personal development. It is also about fostering greater insight into how different disciplines, through a programme of shared learning and teaching, can contribute to this aim.

The structure of the compulsory modules meets the needs of individuals to review and evaluate the background of their own specialism and to integrate this into their clinical practice where appropriate. The optional modules allow students to devise a programme to suit their own specific requirements in terms of professional and personal development. The research module and evidence based practice module, together with the dissertation, develop the students' research capabilities and critical evaluation skills.

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

### **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:

- 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 pain science and management;
- question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles of pain science and management.

#### **Subject specific skills**

Successful students will be able to:

- demonstrate an understanding of the research process and evidence based practice;
- evaluate knowledge and understanding of the core scientific principles and concepts on which pain management is based;
- question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of pain science and management knowledge base;
- integrate core scientific knowledge with the professional practice of pain management;
- 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.

#### **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;
- evaluate own academic, professional and health care practice;
- utilise problem-solving skills in a variety of theoretical and practical situations;
- Initiate and manage change based on theoretical and conceptual understanding;
- 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, but normally the maximum would be 50 and the minimum six, thus much work is, in effect, undertaken in small groups.

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

- 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 pain science and management.
- small group workshops when students work together to, for example, critically appraise papers relating to some aspect of pain science and management, 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 experiencing pain, 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, 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, 'blogs', or conditional released tasks, as well as accessing 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.
- 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 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 pain science and management, 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 pain science and management, 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 pain science and management 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 pain science and management practice; facility with IT skills including use of software packages for data analysis will also be supported during workshops and tutorials.

## 6. Teaching Staff

The permanent teaching staff on the MSc Pain Science and Management 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 Manipulative 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.

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?

### Postgraduate Certificate

Compulsory Modules: Research Methods in Health, The Physiology and Pharmacology of Pain, Psychosocial Aspects of Pain. (15 credits each)

### Postgraduate Diploma and MSc

Compulsory Modules: Research Methods in Health, The Physiology and Pharmacology of Pain, Psychosocial Aspects of Pain, and the Evidence Based Practice module (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

This indicates the compulsory and optional modules required at each stage for the programme.

- Pain Science and Management (PT/Modular)

### Pg Certificate

- Research Methods in Health
- The Physiology and Pharmacology of Pain
- Psychosocial Aspects of Pain

### Pg Diploma

- Certificate modules PLUS
- Evidence based Practice

Option Modules = 60 Level 7 credits

## MSc

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

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	105	75	75	0	0

## Module Lists

### Level 7

Compulsory modules	Module Code	Credits	Period
Research methods in health	HLT-40001	15	Semester 1
Psychosocial aspects of pain	PTY-40011	15	Semester 1
Evidence-based practice	PTY-40002	15	Semester 1-2
Masters Dissertation in Faculty of Health	PTY-40044	60	Year

Optional modules	Module Code	Credits	Period
Physiology of the neuromusculoskeletal tissue	PTY-40005	15	Semester 1
Independent study	PTY-40016	15	Semester 1
Applied Clinical Anatomy 1	PTY-40033	15	Semester 1
Acute respiratory deterioration and critical care	PTY-40056	15	Semester 1
Research methods in health	HLT-40001	15	Semester 2
Independent study	PTY-40016	15	Semester 2
Applied Clinical Anatomy 2	PTY-40030	30	Semester 2
Dynamic Ultrasound Imaging	PTY-40034	15	Semester 2
Assistive Technologies in Neuromuscular Rehabilitation	PTY-40035	15	Semester 2
Behaviour Change For Health and Well-Being	PTY-40053	15	Semester 2
Musculoskeletal Management at the Interface	PTY-40029	30	Year
Principles and practice of joint and soft tissue injection	PTY-40102	30	Year

### Level 7 Module Rules

HLT-40001 Research methods in health - is compulsory on this route and may be undertaken in semester 1 or semester 2 if preferred.

## 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

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate capacity for critical enquiry, analysis of arguments, and critical evaluation of research literature and other sources of evidence	Research methods in health - HLT-40001 Evidence-based practice - PTY-40002 Optional modules
Evaluate knowledge and understanding of the core scientific principles and concepts of pain science and management	Psychosocial aspects of pain - PTY-40011 Optional modules
Question the professional concepts and contextual frameworks and challenge underlying assumptions and established principles in pain science and management	Evidence-based practice - PTY-40002 Psychosocial aspects of pain - PTY-40011 Optional modules

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate an understanding of the research process and evidence based practice	Research methods in health - HLT-40001 Evidence-based practice - PTY-40002 Masters Dissertation in Faculty of Health - PTY-40044 Optional modules
Demonstrate capacity for critical enquiry, analysis of arguments, hypothesis, judgement of research literature	Evidence-based practice - PTY-40002 Research methods in health - HLT-40001 Masters Dissertation in Faculty of Health - PTY-40044 Optional modules
Evaluate knowledge and understanding of the core scientific principles and concepts on which pain science and management knowledge is based	Psychosocial aspects of pain - PTY-40011 Optional modules
Question the professional concepts and contextual frameworks, challenge underlying assumptions and established principles of pain science and management knowledge base.	Psychosocial aspects of pain - PTY-40011 Evidence-based practice - PTY-40002 Optional modules
Integrate core scientific knowledge with the professional practice of pain science and management	Psychosocial aspects of pain - PTY-40011 Optional modules
Plan, implement and document a piece of original research addressing ethical and professional issues as appropriate	Masters Dissertation in Faculty of Health - PTY-40044

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
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

<b>Master's Degree</b>	180 credits	180 credits achieved in certificate and diploma modules and the Dissertation
<b>Postgraduate Diploma</b>	120 credits	120 credits achieved in certificate modules and the Evidence Based Practice plus 60 credits from option modules
<b>Postgraduate Certificate</b>	60 credits	60 credits achieved in Research Methods in Health, The Physiology and Pharmacology of Pain, and Psychosocial Aspects of Pain plus 15 credits from an option module

### 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

## 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** - 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 Aspects 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. 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). 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)
- **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 Applied Clinical Anatomy 1 module 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). The Applied Clinical Anatomy 1 module also has an interactive practical examination as one of its assessment choices. These examinations enable students to demonstrate the safe and effective application of practical clinical skills, and to justify their choice
- **Dissertation** - this is a student led piece of independent research of 15,000 words in length. The process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions or other appropriate ethics committee, is supported throughout by small group workshops, also by an individual supervisor. This assessment develops 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 their chosen field. 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 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 primarily at those with a practical and/or theoretical interest in the science and the management of pain.

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

Experience or understanding of clinical aspects of pain would be advantageous.

Written documentation of the candidate's experience in treating patients with musculoskeletal dysfunction will be required as a prerequisite for some option modules (e.g. Essentials of Manual Therapy Assessment).

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)

Evidence of registration with the appropriate professional governing body and valid third party insurance may be required also.

### **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)** 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/>

#### *Extent of RPL permissible*

RPL will only normally be considered against the option modules on the programme. Occasionally RPL 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 RPL (i.e. 30 for PGCert, 60 for PGDip, 90 for MSc). RPL is 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.

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

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

*(in addition to University systems in place for student support such as the 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 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.

### **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 Leaders, Module Leaders and the Director of Postgraduate Programmes will give advice about choosing option modules for this programme
- 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 Student Support Tutor 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 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 compulsory / optional module choices, whether taught entirely online, in situ at Keele, or offered as a hybrid delivery)
- The School of Allied Health Professions has a large range of relevant teaching materials available to all courses including a wide range of anatomical models, access to normally restricted websites related to anatomical, physiological, pathological and pharmacological information, video 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 modules.
- Computers for student use are situated in both the Main Library, also in the Health Library.

## **15. 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.

## **16. Additional Costs**

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 17. 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 under the Revalidation process.

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/>

## 18. 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	13 October 2022	