



**THE SOCIETY OF
MUSCULOSKELETAL
MEDICINE**
putting theory into practice



Queen Margaret University
EDINBURGH

Programme Specification

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| 1 | Awarding Institution | Queen Margaret University |
| 2 | Teaching Institution | Society of Musculoskeletal Medicine |
| 3 | Professional body accreditation | Chartered Society of Physiotherapy |
| 4 | Final Award | MSc Musculoskeletal Medicine |
| | Subsidiary exit awards | PGDip Musculoskeletal Medicine |
| 5 | Programme Title | MSc Musculoskeletal Medicine |
| 7 | SCQF Level | 11 |
| 8 | Mode of delivery and duration | Part-time/Blended Learning; Duration minimum of 1.5 years, maximum of 5 years. |
| 9 | Date of validation | 5 February 2018 |

10. Educational Aims of the Programme

This programme aims to enable postgraduate physiotherapists and medical practitioners to develop a deeper understanding of musculoskeletal medicine as well as their professional and personal skills, to be able to contribute to the development of the specialism and to improve treatment outcomes.

Critical and informed approaches in the application and integration of musculoskeletal medicine into their existing clinical practice will be extended.

Through reflection on their clinical practice and independent study, learners will advance their skills in assessment, clinical reasoning, diagnosis and treatment, and will enhance the level of care for patients with musculoskeletal disorders.

Whilst enhancing knowledge and skills, the programme also aims to empower students to develop their abilities to learn from reflection before, on, and in practice whilst refining their competence as a lifelong learner.

11. Benchmark statements/professional and statutory body requirements covered by the programme

DEPARTMENT OF HEALTH., 2005. *A joint responsibility: doing it differently* [online] [viewed 1 December 2017]. Available from:

http://webarchive.nationalarchives.gov.uk/20130124073659/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4138412.pdf

DEPARTMENT OF HEALTH., 2006. *Our health, our care, our say* [online] [viewed 1 December 2017]. Available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272238/6737.pdf

DEPARTMENT OF HEALTH., 2017. *Health and social care integration* [online] [viewed 1 December 2017]. Available from: <https://www.nao.org.uk/wp-content/uploads/2017/02/Health-and-social-care-integration-Summary.pdf>

HEALTH AND CARE PROFESSIONS COUNCIL., 2017. *Continuing professional development and your registration* [online] [viewed 1 December 2017]. Available from: https://www.hcpc-uk.org/assets/documents/10001314CPD_and_your_registration.pdf

HIGHER EDUCATION ACADEMY., 2015. *Framework for flexible learning in higher education* [online] [Viewed 1 December 2017]. Available from: <https://www.heacademy.ac.uk/sites/default/files/downloads/flexible-learning-in-HE.pdf>

NHS EDUCATION FOR SCOTLAND., 2012. *AHP advanced practice education and development framework (musculoskeletal)* [online] [viewed 1 December 2017]. Available from: [http://www.ahpadvancedpractice.nes.scot.nhs.uk/media/251474/msk%20framework%20\(finall\).pdf](http://www.ahpadvancedpractice.nes.scot.nhs.uk/media/251474/msk%20framework%20(finall).pdf)

NHS EMPLOYERS., 2017. *Simplified Knowledge and Skills Framework* [online] [viewed 10 January 2018]. Available from: <http://www.nhsemployers.org/SimplifiedKSF>

QUEEN MARGARET UNIVERSITY., 2017. *Assessment regulations* [online] [viewed 1 December 2017]. Available from: <https://www.qmu.ac.uk/media/3743/assessment-regulations-2017-final-version.pdf>

QUEEN MARGARET UNIVERSITY., 2015. *Student experience strategy 2015-20: executive summary* [online] [viewed 1 December 2017]. Available from: <https://www.qmu.ac.uk/media/3960/student-experience-strategy-update-may-2017.pdf>

QUEEN MARGARET UNIVERSITY., 2015. *Taught postgraduate framework - masters level programmes* [online] [viewed 1 December 2017]. Available from: http://archive.qmu.ac.uk/quality/documents/taught_postgraduate_framework.pdf

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)., 2012. [online] [viewed 1 December 2017]. Available from: www.scqf.org.uk

SCOTTISH GOVERNMENT., 2012. *AHPs as agents in health and social care. The national delivery plan for allied health professions in Scotland, 2012- 2015*. Edinburgh: Scottish Government. [online] [viewed 1 December 2017]. Available from: <http://www.gov.scot/resource/0039/00395491.pdf>

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12. Learning Outcomes of the Programme

The following learning outcomes are aligned with the Scottish Credit and Qualifications Framework (SCQF 2012) that outlines the levels of difficulty of each level. The generic aims and learning outcomes that apply to all programmes are encompassed by QMU's 'Taught Postgraduate Framework - Masters Level Programmes' (2015).

Through the achievement of these learning outcomes, students will demonstrate that they have advanced their knowledge and understanding; intellectual, practical and transferable skills to masters level.

Key: KU - knowledge and understanding; I - intellectual skills; P - practical skills; T - transferable skills

By the end of the programme students will be able to:

1. Demonstrate advanced skills in functional assessment, clinical reasoning and the diagnosis and treatment of musculoskeletal problems. (KU, I, P)
2. Be proactive and effective in researching current knowledge, developing enhanced skills in critical analysis and synthesising best available evidence and expert opinion to underpin clinical practice. (KU, I, P, T)
3. Critically reflect before, on and within the practice of musculoskeletal medicine and to integrate theory with practice. (KU, I, P, T)

4. Critically appraise the practice of musculoskeletal medicine within a multidisciplinary context. (KU, I, P)
5. Synthesise personal and professional ideas within the global, national and local political and professional context in which the practice of musculoskeletal medicine is located. (KU, I, T)
6. Engage in the collaborative development of original knowledge and new tenets of practice. (KU, I, T)
7. Articulate detailed knowledge and skills relating to research and scientific enquiry and their contribution to the development of musculoskeletal medicine practice. (KU, I, T)
8. Demonstrate leadership and advanced levels of communication within the multidisciplinary team. (KU, I, T)
9. Demonstrate advanced problem solving, organisational, research and project management skills. (KU, I, T)
10. Plan and implement a research project. (KU, I, P, T)

13. Teaching and learning methods and strategies

The teaching and learning strategies aim to enable learners to develop to their full potential. In the spirit of andragogical principles, learners' prior knowledge and experience is acknowledged, built on and shared to enhance the learning experience for all learners.

Learners will be actively involved in a range of learning, teaching and assessment approaches as part of their MSc Musculoskeletal Medicine.

The programme will require their active participation in learning activities and engagement with their fellow learners, working and learning collaboratively with other students as part of a group. Learning activities can also occur both within and outside the lecture room.

Teaching methods include interactive lectures, demonstrations, supervised practical groups, individual and group tutorials, seminars, workshops and anatomy laboratory visits (where available). Students' learning will also be supported by technology, with the expectation of online investigation and discussion with their peers, tutors and supervisors.

A high tutor: student ratio is applied to all modules in line with a high level of tutor support in the inter-unit periods within each module and in preparation of summative assignments and examinations. Course workbooks are provided for each module to guide and support learning.

14. Assessment strategies

Learning throughout the MSc Musculoskeletal Medicine programme is facilitated through formative self, peer and tutor assessment and feedback, alongside the development of a professional development portfolio.

Formative and summative assessment methods are applied throughout the programme, particularly in the practice-based modules. However, in a wider definition, it is appreciated that all assessment is formative in influencing what and how people learn.

Within the MSc Musculoskeletal Medicine programme, formative assessment provides students with feedback on their performance and how it can be improved. Students receive detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process to help students improve both their learning style and their grades throughout their musculoskeletal medicine journey.

Formative assessment within the programme comprises self, peer, group and tutor assessment of practical skills with feedback; self-evaluation is encouraged through the development of each student's professional development portfolio.

Practical tasks, worksheets, individual and group question/answer sessions, small and large group discussions and projects are all used to check learning. The formative assessment components of each module are clarified within the relevant module handbooks.

Summative assessment in the programme aims to assess students' achievement of all learning outcomes in a secure, fair and accurate manner. On the MSc Musculoskeletal Medicine programme summative assessment comprises essays, literature reviews, practical examinations and development and presentation of portfolio.

Musculoskeletal medicine is a specialism that demands a high level of practical skill in the assessment and treatment of musculoskeletal conditions. The assessment of practical skills is therefore paramount within the programme and the formative and summative assessment strategies reflect this.

Full details of the LTA methods applied in each module are provided in the appropriate Module Handbook.

As an example, since the programme is mostly by blended learning with limited attendance requirement, for the 'Theory and Practice of Injection Therapy' module, guidelines are provided to enable students to appoint their own local appropriately qualified supervisor. The supervisor is provided with criteria by which to supervise and assess the student in completing ten supervised injections in the inter-unit period. The injection supervisor prepares a short report on each injection as feedback to the module team.

As well as the summative assessment methods mentioned above, an OSCE (Objective Structured Clinical Examination) forms part of the summative assessment for the Advancing Practice in Musculoskeletal Medicine module. The OSCE aims to assess students' clinical reasoning and communication skills in the assessment, diagnosis and treatment of patients, drawing from the principles and practice of musculoskeletal medicine.

During the OSCE, students are required to visit a series of stations where they are given a specified period of time to demonstrate their knowledge and mastery in clinical practice. Each station consists of a simulation of a patient with a musculoskeletal condition that involves a role-playing examiner to assess student performance, or a paper station.

All practical examinations, including the OSCE, are overseen by a Society of Musculoskeletal Medicine Fellow who acts as internal examiner on the day. They are also videoed with student consent for external moderating purposes. However, the External Examiner for the programme may also elect to attend any of the Society's examination days or modules and produces a report after each visit.

The SOMM LTA strategy is founded on the facilitation of learning and is aligned to the QMU 'Taught Postgraduate Framework - Masters Level Programmes' (2015) and the 'Student Experience Strategy' (2015) to ensure an effective learner-centred learning experience and to meet the needs of its current and future students.

15. Programme structure and features, modules, credits and award requirements

The programme is classified as a part time, blended learning programme. It may be completed in a minimum of 1.5 years (maximum of five years).

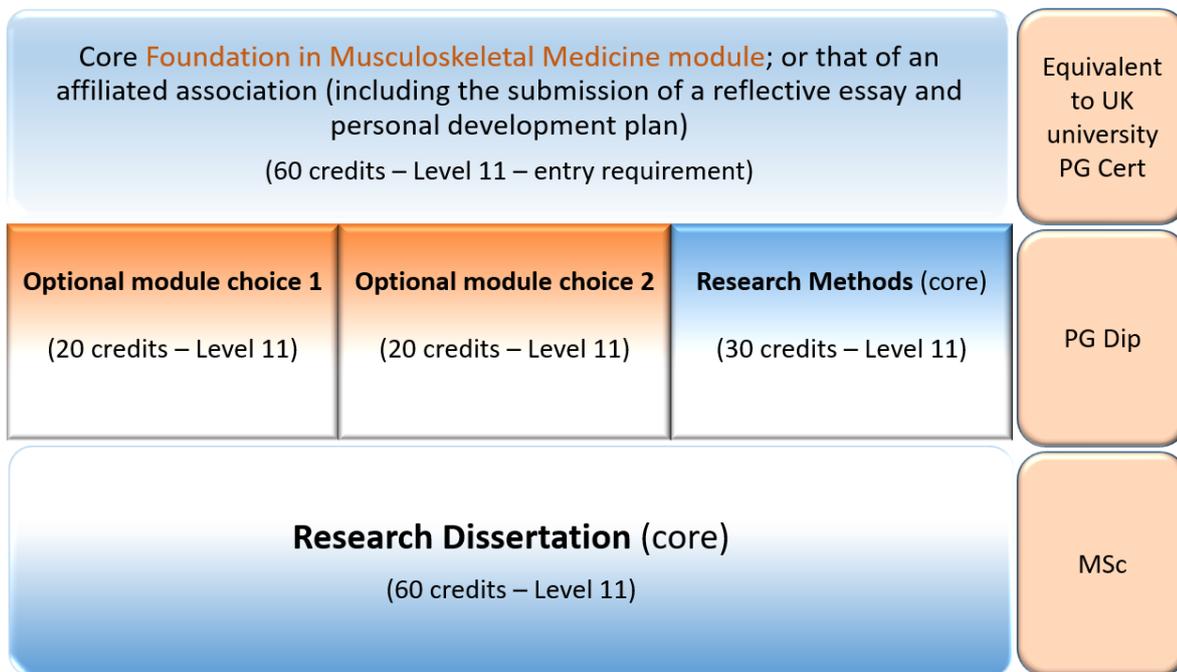
Most modules require some attendance, usually over two units, running over three and two days respectively, with a period of guided study in between. The Research Methods module, the Research Dissertation module and the Developing Professional Practice module may be conducted entirely through distance/blended learning with no attendance requirement.

The Foundation in Musculoskeletal Medicine course (or completion of a course taught by an affiliated musculoskeletal/orthopaedic medicine; plus successful completion of the summative reflective essay and personal development plan) is the pre-requisite level of achievement for entry to the programme.

Students will normally commence the programme with the compulsory 30-credit Research Methods module, which will be completed within the first and second semesters.

Following successful completion of the Research Methods module, students will progress onto the 60 credit Research Dissertation module, provided that they have acquired 120 credits within the programme, including the Research Methods module.

Figure 1: Programme structure diagram



Module information

All modules are studied at SCQF Level 11.

Compulsory modules

- Research Methods - 30 credits (15 ECTS*)
- Research Project - 60 credits (30 ECTS)

Option modules (provided by SOMM) are:

- Theory and Practice of Injection Therapy - 20 credits (10 ECTS)
- Advancing Practice in Musculoskeletal Medicine - 20 credits (10 ECTS)
- Developing Professional Practice module - 20 credits (10 ECTS)
- Special Tests in Musculoskeletal Examination - 20 credits (10 ECTS)
- Preparation for Teaching Musculoskeletal Medicine** - 20 credits (10 ECTS)

* European Credit and Transfer System points (2 credits = 1 ECTS)

** Requires separate application for a Studentship

Table 1: Programme modules

| Code | Module Title | Credits | Coordinator | Semester |
|-------|------------------|---------|--------------|----------|
| PM051 | Research Methods | 30 | Derek Santos | 1 & 2 |

| | | | | |
|------|---|----|-----------------------------------|---|
| TBC* | Theory and Practice of Injection Therapy | 20 | Paul Hattam | 1 & 2 or 2 & 1 |
| TBC | Advancing Practice in Musculoskeletal Medicine | 20 | Jill Kerr | 3 & 1 |
| TBC | Developing Professional Practice | 20 | Dr Sharon Chan-Braddock | 1 & 2, or 2 & 3 |
| TBC | Special Tests in Musculoskeletal Examination | 20 | Jill Kerr Paul Hattam | 2 & 3 |
| TBC | Preparation for Teaching Musculoskeletal Medicine | 20 | Emily Goodlad | E.g. 1,2,3, 1,2,3 (Students can step on at any point and usually take two years to complete) |
| TBC | Research Dissertation | 60 | Dr Chee-Wee Tan, Dr Kath Nicol | Spans 3 semesters(with start of Sem 1, 2 or 3) |

*TBC - To be confirmed

Students may exit with the Postgraduate Diploma (PGDip) (120 credits) or Master of Science (MSc):

Postgraduate Diploma in Musculoskeletal Medicine

The student must successfully complete study of 120 SCQF Level 11 credit points, including the prerequisite core 60 credits for admission to the programme, the 30 credit Research Methods module and two other 20 credit optional modules.

MSc Musculoskeletal Medicine

The student must meet the requirements for the PGDip Musculoskeletal Medicine (120 SCQF Level 11 credits - which include the prerequisite 60 SCQF Level 11 credits for admission to the programme) and have completed the 60-credit Research Dissertation. The 60-credit research dissertation must be undertaken within the code of physiotherapy conduct as outlined by the Chartered Society of Physiotherapy (or equivalent national physiotherapy governing body code of conduct).

For both exit awards, only modules completed by the student when registered as either a QMU associate student or MSc student will contribute toward the classification of the exit award.

16. Specific professional requirements

- A relevant professional physiotherapy (e.g. BSc (Hons) Physiotherapy) or medical qualification
- Registration with the Health and Care Professions Council (HCPC) or General Medical Council (GMC). Students based within the European Economic Area (EEA) and international students will need to provide evidence of registration with their equivalent home organisation.
- Evidence of opportunities to practise musculoskeletal medicine.

17. Criteria for admission

- Successful completion of all of the assessment components of the core Foundation in Musculoskeletal Medicine module (60 SCQF Level 11 credits).*

*Courses of other organisations teaching orthopaedic/musculoskeletal medicine were initially scrutinised by SOMM for parity with the SOMM foundation course. Students who have completed courses with these affiliated organisations are also eligible for admission to the MSc Musculoskeletal Medicine programme provided they have satisfied the following criteria:

- Successful completion of courses provided by other orthopaedic/musculoskeletal medicine organisations, e.g. Orthopaedic Medicine Seminars, Orthopaedic Medicine International (Global) and European Teaching Group of Orthopaedic Medicine, with acceptance of a portfolio of evidence (see Recognition of Prior Learning within Section 12) that includes support for the student's achievement of the learning outcomes of the core Foundation in Musculoskeletal Medicine module through submission of a summative reflective essay and personal development plan. (These students are awarded 60 credits at academic SCQF Level 11 (30 ECTS credits) as part of the MSc programme only.
- For applicants who are non-native English language speakers, The following language requirements should normally be met:
 - International English Language Testing System - IELTS >6.5 (no less than 6.0 in any element) or equivalent; or
 - Norwegian Vitnemal Videregaende Opplaering - VVO: If grades achieved 4-5 achieved in English; or
 - A previous undergraduate or postgraduate degree level study of at least 2 years duration which has been fully taught and assessed in English, completed within the past 5 years.

All students must also have a satisfactory academic reference.

The programme has the facility to accept 15 students within each cohort. Representation from both the physiotherapy and medical professions is desirable but not essential.

18. Support for students and their learning

The SOMM programme team and QMU services provide the following support:

- Student handbook and programme Hub site containing important information such as assessment guidance.
- Induction to QMU campus, services, facilities and resources, and to the MSc Musculoskeletal Medicine programme.
- Guidance in selection of appropriate modules and support with personal development planning.
- Academic supervisors and clinical advisors to guide progress through the development of the research proposal and research project. The clinical advisor also fulfils the role of 'Personal Academic Tutor'.
- Access to the Effective Learning Service, Learning Resource Centre guidance and facilities; IT support.
- Representation through the Programme Committee and ability to approach academic and clinical supervisors, module coordinators, programme tutors, and programme leaders as required.

19. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>