

# **PG Dip/MSc Orthopaedic Medicine**

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## **Student Programme Handbook 2007/2008**

**Validated by Middlesex University, London UK**

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**Programme Leader: Dr Elaine Atkins**

**Student Name:**

## **Students with disabilities: information in alternative formats**

We can supply sections from this publication as:

- A Word document with enlarged type — sent by email or supplied on CD
- Printed copy with enlarged type

We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

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## **Purpose and status of your student handbook**

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The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying for a Middlesex University qualification.

This handbook must be read in conjunction with the University Regulations which are available online at [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/) .

Your comments on any improvements to this handbook are welcome - please put them in writing (with name of handbook) to the Programme Leader, Dr Elaine Atkins.

### **SOM Chairman**

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## Programme Academic Calendar 2007/2008

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Date	Activities
<b>2007</b>	
25 September	Programme begins/Enrolment completed
26-27 September	SOM 1 – Unit 1 (Mdx Archway)
24-25 September	SOM 1 – Unit 2 (Mdx Archway) Board of Studies
8-10 November	SOM 2(a) – Unit 1 (Sheffield)
1 December	SOM/BIMM Annual Symposium (optional CPD)
<b>2008</b>	
4-5 March	SOM 2(a) – Unit 2 (Sheffield)
6-8 March	SOM 2(b) – Unit 1 (Sheffield)
TBC May/June	<b>ASSESSMENT BOARD (London)</b>
19-21 June	SOM 3 – Unit 1 (Sheffield)
24-26 June	SOM 2(c) – Unit 1 (Sheffield) (3-4 March 09 - Unit 2)
27-28 June	SOM 2(a)– Unit 2 (Sheffield)
July - TBC	<b>Graduation ceremonies for 2007/2008 graduates (London)</b>
5-6 September	SOM 3 - Unit 2 (Sheffield)
4-5 November	SOM 2(b) – Unit 2 (Sheffield)
6-8 November	SOM 2(d) - Unit 1 (Sheffield) (27-28 June 09 – Unit 2)
TBC December	SOM/BIMM Annual Symposium (optional CPD)

Full information on all modules begins on page 35 and is summarised below.

### PG Dip/MSc Orthopaedic Medicine Modules

#### **SOM 1 - Methods of Critical Enquiry in the Study of Health Care Services**

5 days attendance - 45 teaching hours; 180 study hours

Compulsory; included in fee

#### **SOM 2 - \*Theory and Practice of Injection Therapy**

5 days attendance - 24 teaching hours; 180 study hours

Option Module; additional fee of £300.00 applies

#### **SOM 3 - \*Advanced Clinical Practice in Orthopaedic Medicine**

5 days attendance - 24 teaching hours; 180 study hours

Option Module; additional fee of £300.00 applies

#### **SOM 4 - \*Practice Based Proposition Module**

Individual supervision/distance learning; 180 study hours

Option Module; additional fee of £300.00 applies

#### **SOM 5 - Dissertation module**

Individual supervision/workshops; 540 study hours

Compulsory; included in fee

\*Students are normally required to choose 2 out of the 3 option modules available but accreditation of prior learning (APL) may exempt you from up to one third of the MSc Orthopaedic Medicine programme.

## **Introduction to the Society of Orthopaedic Medicine**

The Society of Orthopaedic Medicine (SOM) was formed in 1979 and is a registered charity (No 802164) and a limited company (No 1700787). It is governed by a Council of up to 12 members who are elected annually at the Annual General Meeting and manage the affairs of the Society. Membership of the Society is divided into four classes:

- Associates;
- Members (who have to have passed the Society's Membership examinations);
- Fellows (teachers trained by the Society); and
- Honorary Members

The Fellows of the Society have considerable experience in organising, delivering and evaluating the Society of Orthopaedic Medicine Diploma course.

At present there are two major sub-committees of the Council - the Finance Committee and the Education Committee. An additional smaller Research Committee evaluates submitted abstracts of research proposals for the allocation of research grants to support research and to further develop the evidence base of orthopaedic medicine. The mission of the Society is to provide a Diploma Course of high educational quality to enable medical practitioners and physiotherapists to develop competence in diagnosis and effective treatment in musculoskeletal medicine.

Successful completion of the Diploma course, in the form accredited by Middlesex University, leads to the award of the Society of Orthopaedic Medicine Diploma in Orthopaedic Medicine.

As well as being accredited by the Middlesex University School of Health and Social Sciences Accreditation Panel at 60 Level 4 credits, the Membership Course is accredited by Leeds Metropolitan University, where it forms the equivalent of one module as part of the MSc Sports and Exercise Management. It has also been incorporated into the MSc Musculoskeletal Studies at the University of Teesside where it represents 60 Level 4 credits towards the programme.

The course is also approved for the Diploma in Musculoskeletal Medicine, administered by the Society of Apothecaries. In addition to these links the Society has a formal association with the British Institute of Musculoskeletal Medicine (BIMM) with whom it shares an annual Clinical Forum and Symposium. An academic journal, the Journal of Orthopaedic Medicine, is produced three times a year in conjunction with BIMM, the American Association of Orthopaedic Medicine and the Dutch Federation for Manual Medicine.

You will find further information about the Society on the following web site:

[www.somed.org](http://www.somed.org)

## **Introduction to the University**

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Middlesex aims to be a global University. Based in North London, Middlesex recruits widely across the world and works in partnership to deliver outstanding higher education in many countries.

We work with prestigious academic partners all over the world to provide Middlesex degrees to thousands of international students in their home countries. These partners are often delivering Middlesex franchised or validated programmes to their students. There are 6000 students on such programmes outside the UK and 5000 in the UK. Middlesex is also pleased to have agreements with schools, colleges and universities - again, worldwide - whose students can progress to Middlesex after reaching agreed qualifications. Several hundred students progress to Middlesex in this way each year.

<http://www.mdx.ac.uk/aboutus/partners/index.asp>

The specific responsibilities of Middlesex University and the Society of Orthopaedic Medicine can be found in the Memorandum of Co-operation available from the Society of Orthopaedic Medicine.

## **The Programme**

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The Society of Orthopaedic Medicine's PG Dip/MSc Orthopaedic Medicine programme is validated by Middlesex University. Enrolment is with the Society of Orthopaedic Medicine. The University's expertise has been purchased for the delivery of the core research methods module (SOM 1) and the Dissertation module (SOM 5), and provides a valuable contribution to the programme.

The Society of Orthopaedic Medicine provides three clinically related modules that can be taken as option modules:

- Theory and Practice of Injection Therapy - SOM 2;
- Advanced Clinical Practice in Orthopaedic Medicine - SOM 3; and
- Practice Based Proposition Module - SOM 4.

Dr Elaine Atkins is the MSc Orthopaedic Medicine Programme Leader and Link Tutor for the Society of Orthopaedic Medicine and she collaborates with the Middlesex University Link Tutor, Dr Fery Ghazi, to co-ordinate the programme.

As the programme is validated by Middlesex University, if you successfully complete all parts of the programme you will receive the Middlesex University qualification of MSc Orthopaedic Medicine and may attend the appropriate Middlesex University graduation ceremony.

If you do not complete the full programme you will be given a transcript recording any individual elements of the programme successfully completed (see below). Successful completion of the first level of the programme represents a Postgraduate Diploma in Orthopaedic Medicine.

The Programme is supervised by the University's School of Health and Social Sciences:

Dean of School: Jan Williams

Campus: EN (Enfield)

Address: School of Health and Social Sciences, Middlesex University, Queensway, Enfield, EN3 4SF

Telephone: 020 8411 5426

**Further information on the 'Criteria for Entry to the Programme' and the 'Design and Organisation of the Programme' begins on page 7.**

### **The University regulations**

The University Regulations are available at [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations). You should be familiar in particular with Section G (Appeal Regulations and Procedures). The Society of Orthopaedic Medicine has to act in accordance with these procedures in the case of a student appeal.

The Society of Orthopaedic Medicine also has to act in accordance with Section F (Infringement of Assessment Regulations - Academic Misconduct).

### **Certificates**

Details of the information which will appear on the certificate are available in the Middlesex University Learning and Quality Enhancement Handbook - <http://www.mdx.ac.uk/aboutus/fpr/clge/handbook/partb/docs/partbsec12.doc> and set out in the Regulations Section E - [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)

### **Transcripts**

You will be issued with a transcript verified by Middlesex University. A transcript will list each module you have taken, stating the academic year in which the module was taken, the module credit rating and grade. Where appropriate, it will also state the award and where appropriate, the classification and title.

### **Further Documents held by the Society of Orthopaedic Medicine**

The Society of Orthopaedic Medicine also holds reference copies of the following documents for consultation by the students and staff:

- The Memorandum of Co-operation for the Programme. This is the formal agreement between the University and the College on the delivery of the Programme.
- Quality Assurance Agency for Higher Education (QAA) Code of Practice: Collaborative Provision and Flexible and Distributed Learning.

## **Introduction to the School**

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Welcome to Middlesex University and the School of Health and Social Sciences. We are pleased that you have chosen to study with us and hope that you find your time at Middlesex enjoyable and stimulating.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the programmes are designed and accredited in conjunction with the relevant professional bodies.

The School of Health and Social Sciences is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. The School is home to some of the UK's leading researchers in health and social sciences, with several leading consultants in their fields, as well as key government advisers.

Education and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research.

The School is based at the Archway and Enfield campuses with teaching also taking place on our Hospital sites across North London. Middlesex has established strong links with NHS Trusts and government organisations as well with our local communities, in addition to a wide range of UK, EU and international collaborative partnerships.

Further information about the School can be found at:

<http://www.mdx.ac.uk/hssc/index.htm>

## **Programme Leader's Welcome**

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Welcome to the Society of Orthopaedic Medicine PG Dip/MSc Orthopaedic Medicine programme, validated by Middlesex University. We aim to offer you the opportunity to build on your existing knowledge, skills and experience and to develop mastery in orthopaedic medicine practice. We hope that you will have a stimulating and successful time whilst on this programme.

The value of the programme lies in the commitment of the students and the teaching team to work towards enhanced clinical effectiveness, through the development of the orthopaedic medicine approach and its continuing integration into your existing practice. This handbook provides you with a guide to the programme and the way in which it is organised, delivered and regulated. It also provides you with an outline of the core and option modules.

Please remember that all members of the programme team are here to help you, and do not hesitate to contact us if you need our advice and support.

Good luck in your studies!

Dr Elaine Atkins  
Programme Leader

## **Criteria for admission to the programme**

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Students wishing to undertake the PG Dip/MSc Orthopaedic Medicine programme require:

- A relevant professional medical or physiotherapy qualification
- Successful completion of all of the assessment components of the accredited Society of Orthopaedic Medicine Diploma Course (60 Level 4 credits); or
- Successful completion of courses in orthopaedic medicine provided by accredited organisations\*, with demonstration of their achievement of the learning outcomes of the accredited course through submission of a reflective essay and personal development plan. (These students will not be entitled to claim credits from Middlesex University.)

\*An articulation agreement was forged in April 2005 to enable students who have completed other courses in orthopaedic medicine to achieve the initial 60 credits on submission of a reflective essay and personal development plan. It was initially a requirement that the organisations providing these courses should demonstrate their affiliation to the Society of Orthopaedic Medicine by stating that they had mutual educational aims.

The affiliated courses were then taken through an accreditation process to demonstrate equivalence in their teaching, learning and assessment methods so that students attending their courses could also be awarded 60 Level 4 credits, following the successful submission of a reflective essay and professional development plan. Through this process, it is anticipated that the number of accredited associations will be increased to widen entry to the programme. Associations accredited by Middlesex University as providing courses equivalent to the Society of Orthopaedic Medicine course are: -

- Orthopaedic Medicine International (OMI) (To be clear, UK group – not 'OMI Global')
- Orthopaedic Medicine Seminars (OMS)
- Irish Society of Orthopaedic Medicine (ISOM)

The European Teaching Group of Orthopaedic Medicine (ETGOM) is currently progressing through the assessment procedure prior to accreditation.

## **Design and organisation of the programme**

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### **Programme design**

This programme is designed to provide a flexible framework within which you can construct a postgraduate programme, which meets your personal, professional and academic needs, whilst also incorporating the needs of your clients and the organisation within which you work.

All students undertake the Society's Diploma Course, or that of an accredited organisation with the submission of a reflective essay and personal development plan, as the core module in orthopaedic medicine for entry to the programme. The Society of Orthopaedic Medicine Diploma is accredited by Middlesex University for 60 Level 4 credits.

Students also undertake a research methods module and up to two other option modules, prior to undertaking the research dissertation. In accordance with Middlesex University regulations, for the award of Postgraduate Diploma, 120 credits are required (incorporating the 60 points at level four achieved by successful completion of the core orthopaedic medicine course module), all of which must be at Level 4 (master's level). In addition to the requirements for a Postgraduate Diploma, students must pass a 60 credit Level 4 dissertation module for the award of MSc Orthopaedic Medicine.

An outline of the Programme structure is provided below:

### Programme Structure

The structure of the Programme is as follows:

Accredited SOM Diploma Course, or that of an accredited association (including the submission of a reflective essay and personal development plan). (60 credits - Level 4) Entry requirement			<i>Equivalent to UK university PG Cert</i>
Option choice 1  (20 credits - Level 4)	Option choice 2  (20 credits - Level 4)	SOM 1 - compulsory Methods of Critical Enquiry in the Study of Healthcare Services (20 credits - Level 4)	<i>PG Dip</i>
SOM 5 – compulsory Dissertation (60 credits - Level 4)			<i>MSc</i>

## **Programme Staff List and Contact Details**

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**Anne-Marie**

**Ainscough-Potts**

**MSc Grad Dip Phys MCSP DipHE Dip Injection Therapy**

Course Principal - Society of Orthopaedic Medicine

Lecturer - Kings College London

Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** Repetitive strain injury

Base: London / Ribchester

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E-mail: [anne-marie.ainscough-potts@kcl.ac.uk](mailto:anne-marie.ainscough-potts@kcl.ac.uk)

**Elaine Atkins**

**DProf MA (PCET) BA Grad Dip Phys MCSP CertFE**

**Programme Leader PG Dip/MSc Orthopaedic Medicine**

Institutional Link Tutor

**Module Leader SOM 3**

Course Principal - Society of Orthopaedic Medicine

Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** The experience of physiotherapists in implementing their injection skills

Base: Woodford Green

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**Angela Clough**

**MSc Grad Dip Phys MCSP DipAAPP (Sports)**

Course Principal - Society of Orthopaedic Medicine

Senior Lecturer in Physiotherapy

Director of Undergraduate Rehabilitation – University of Hull

**SOM Fellowship Programme Leader**

**Subject speciality:** Theory & practice of musculoskeletal management

**Research interests:** Management of whiplash-associated disorders; Psychosocial interventions in musculoskeletal management.

Base: Hull Tel: 01482 466522

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**Fery Ghazi**

**PhD MSc BSc RMN CPN CertEd (FE)**  
Principal Lecturer - Middlesex University  
Pathway Co-ordinator Research Methods  
**Module Leader SOM 1**

**Subject Speciality:** Research methods  
**Research Interests:** Education related to health. Mental health empowerment. Quality and audit. Religion and health. Parental sexual child abuse and role modelling.

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**Paul Hattam**

**MSc Grad Dip Phys MCSP Dip Injection Therapy**  
**Module Leader SOM 2**  
Course Principal - Society of Orthopaedic Medicine  
Clinical physiotherapy specialist  
Private practitioner

**Subject speciality:** Injection therapy. Theory & practice  
**Research interests:** Clinical effectiveness

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**Graham Hebenton**

**Grad Dip Phys MCSP**  
**Chair, SOM Education Committee**  
Course Principal - Society of Orthopaedic Medicine  
Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine  
**Research interests:** Clinical effectiveness

Base: Glasgow Tel: 0141 644 3511  
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**Jill Kerr**

**MSc BSc MCSP Dip Injection Therapy**  
**Module Leader SOM 4**  
Course Principal - Society of Orthopaedic Medicine  
Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine  
**Research interests:** Clinical practice. Transverse frictions.

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**Monica Kesson**      **MSc Grad Dip Phys MCSP SRP CertEd CertFE Dip Injection Therapy**

**Module Leader**      **SOM 4**

Course Principal - Society of Orthopaedic Medicine  
Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** Clinical effectiveness

Base: Faversham

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**David Knott**

**MB BS MRCGP DRCOG**

**Module Leader**      **SOM 2**

Course Principal - Society of Orthopaedic Medicine

GP in Swanage, Dorset

GPwSI in Orthopaedic Medicine

**Chair of SOM Council**

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** Clinical effectiveness and Injection therapy

Base: Swanage

Tel: 01929 422231

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**Jose Marcelino**

**MSc MCSP Dip Physiotherapy (Portugal)**

Course Principal - Society of Orthopaedic Medicine (Portugal)

Extended Scope Practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** Development of treatment protocols and techniques for the rehabilitation of acute and chronic injuries of the shoulder and knee, including Cybex

Base: London

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**Margaret Rees**

**MSc Grad Dip Phys MCSP CertFE Dip Injection Therapy**

Course Principal - Society of Orthopaedic Medicine

Private practitioner

**Subject speciality:** Theory & practice of orthopaedic medicine

**Research interests:** Clinical effectiveness

Base: Kidderminster

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E-mail: [mrees11@lineone.net](mailto:mrees11@lineone.net)

**Michael Traynor**    **PhD MA RN HV**  
Prof of Nursing  
**Module Leader - SOM 5**

**Research Interests:** Evidence based movement, Health Policy,  
Research Capacity building, Discourse analysis and Post-  
Structuralism

**Base:** Archway, Highgate, London    **Tel:** 020 8411 2536  
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| **Amanda Sherwood**    **Administrative Director:** [Society of Orthopaedic Medicine](#)

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**Society of Orthopaedic Medicine web site:** [www.somed.org](http://www.somed.org)

### **Learning Resources**

Information on Learning Resources can be found at [www.lr.mdx.ac.uk](http://www.lr.mdx.ac.uk).

## **Accessing your own records including your timetable**

Your records and information on modules are available from the Society's Administrative Director or you may contact the relevant individual Module Leader(s).

## **Programme advice, educational guidance and student support**

Your programme is classified as a part time, distance-learning programme. Most modules require some attendance, usually over two units, running over three and two days respectively, with a period of guided study in between. Three study days are usually negotiated for the Dissertation module and the Practice Based Proposition Module (SOM 4) may be conducted entirely through distance learning.

All module learning materials will either be provided in advance of your modules or distributed on arrival. You will be advised as necessary.

You are expected to be independent and to take responsibility for your own academic progression but your Module Leader and tutors/advisors will direct your studies and advise you on the work you need to cover in any given module.

**It is recommended that students should have a broad idea of their research area prior to beginning the programme and ideas for feasible research projects are developed within group discussions as part of the research methods module.**

Once you have decided on your research topic you will be allocated an **academic advisor** by the SOM 1 Module Leader (Dr Fery Ghazi) and a **clinical advisor**, who will have relevant clinical experience, by your Programme Leader (Dr Elaine Atkins).

Your individual tutors/advisors on each module will be happy to give you their contact details and best times for contact and you are encouraged to do the same. The responsibility for maintaining contact with both your tutors and advisors will remain yours but we do advise you to take full advantage of their expertise and support.

It is important for you to include both your advisor and supervisor in all electronic communication relating to your progress in preparing your research proposal, conducting your research and in preparing your research dissertation. We shall also ask you to copy in your SOM 1 Module Leader and your Programme Leader to ensure the highest and most valuable level of communication.

The Library support services available to you will be explained in your induction session on Unit 1 of the module SOM 1 ('Critical Enquiry in the Study of Healthcare Services') and will be placed on the MSc section of the SOM website – [www.somed.org](http://www.somed.org)

The support of your cohort is paramount too and you will be encouraged to share your contact details so that you can keep in touch throughout the Programme, and beyond. Part-time distance learning can provide considerable flexibility for you but it can also

lead you to feel isolated. Be assured that the contact and support is there in abundance if you resolve to keep in touch.

The Society's Administrative Director will of course be pleased to help with any Administrative queries.

## **International student support**

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International students will enjoy the same level of support as European students. However, they will not be eligible to attend this programme unless they are registered with the Health Professions Council and have an existing visa to study in the UK. They will not be able to gain a visa to study in the UK on the strength of the programme alone, since it is part-time. Documentation will be required to confirm the above before acceptance onto the programme.

Students will also need to demonstrate that their English language abilities are of a sufficient standard to be able to study on the programme and to be able to complete the module assessments satisfactorily.

### **Module SOM 2 – Theory and Practice of Injection Therapy**

Students are only eligible to attend this module if they are currently practising in the United Kingdom and can demonstrate that medical supervision is in place for the inter-unit course work. International and European students will not be able to conduct their supervised practice at home.

As injection therapy is not currently within the scope of practice of physiotherapy outside the UK, both European and International students should be aware of ethical issues if they are intending to introduce injection therapy into their home country. They should consult their relevant professional body for advice, if that is their intention after their completion of the module. The Society of Orthopaedic Medicine does not support unethical practice.

## Programme Specification and Curriculum Map

1. Awarding institution	Middlesex University
2. Teaching institution	Society of Orthopaedic Medicine
3. Programme validated by	Middlesex University
4. Final award	MSc Orthopaedic Medicine
5. Programme	Orthopaedic Medicine
6. UCAS code (or other relevant coding system)	N/A
7. Relevant QAA subject benchmark group(s)	General Medical Council/Health Professions Council/Chartered Society of Physiotherapy
8. Academic Year	2006/7

<b>9. Reference points</b>	
<ul style="list-style-type: none"> <li>• The New NHS Modern, Dependable (DoH 1997)</li> <li>• A First Class Service - Quality in the New NHS (DoH 1998)</li> <li>• The NHS Plan (DoH 2001)</li> <li>• Working Together (DoH 2001)</li> <li>• Health Professions Council – CPD requirements (HPC 2006)</li> <li>• Our Health, Our Care, Our Say (DoH 2006)</li> <li>• Musculoskeletal Framework (DoH 2006)</li> <li>• University and School Teaching, Learning and Assessment Policy (2006/2007)</li> <li>• Middlesex University Guide and Regulations (2006/2007)</li> </ul>	

<b>10. Educational aims of the programme</b>	
<p>The overall aim of this programme is to maximise the students' intellectual and professional skills enabling the development of critical and informed approaches in the application and integration of orthopaedic medicine into their existing clinical practice. Whilst enhancing knowledge and skills it also aims to empower the student to develop their abilities to learn from reflection before, on, and in practice whilst refining their competence as a lifelong learner.</p>	

<b>11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.</b>	
<p><b>A. On completion of this programme the successful student will have developed applied knowledge and understanding to be able to demonstrate critical evaluation of:</b>  <i>PG Dip</i>            A1. Functional biomechanics            A2. Diagnosis and treatment of musculoskeletal</p>	<p><b>Teaching and learning methods</b>            Lectures, seminars, demonstration and supervised practice are used to develop the required knowledge and skills  <b>Assessment</b>  <i>(Learning outcomes tested)</i></p>

<p>problems</p> <p>A3. Inter-relationships between personal and professional ideas</p> <p>A4. Micro and macro-political context within which the practice of orthopaedic medicine is located</p> <p>MSc</p> <p>A5. Implementing a research project</p>	<p><b>indicated alongside each method)</b></p> <p>Knowledge and understanding is assessed through critical reflection (A2,3,4), practical examinations and vivas (A1,2), reflective written assignments (A2,3,4), research proposal and dissertation (A4,5).</p>
<p><b>B. On completion of this programme the successful student will have developed advanced cognitive (thinking) and problem solving skills enabling:</b></p> <p><i>PG Dip</i></p> <p>B1. Critical reflection before, on and in the practice of orthopaedic medicine</p> <p>B2. Integration of theory and practice</p> <p>B3. Critical appraisal of the practice of orthopaedic medicine within a multi-disciplinary context</p> <p>MSc</p> <p>B4. Advanced problem solving</p>	<p><b>Teaching and learning methods</b></p> <p>Cognitive skills are taught through seminars, supervised practice and peer support</p> <p><b>Assessment</b></p> <p><b>(Learning outcomes tested indicated alongside each method)</b></p> <p>Cognitive skills are assessed through reflective case studies and essays (B1,2,3), the research proposal and the dissertation (B2,3,4)</p>
<p><b>C. On completion of this programme the successful student will have developed advanced practical skills in:</b></p> <p><i>PG Dip</i></p> <p>C1. Manual therapy techniques</p> <p>C2. Injection protocols</p> <p>C3. Research skills</p> <p>MSc</p> <p>C4. Project management skills</p> <p>C5. Creation of new tenets of practice</p>	<p><b>Teaching and learning methods</b></p> <p>Practical skills are taught through demonstration, supervised practice and individual and group tutorials</p> <p><b>Assessment</b></p> <p><b>(Learning outcomes tested indicated alongside each method)</b></p> <p>Practical skills are assessed formatively through peer and self assessment (C1,2) and summatively through practical examinations (C1,2), the dissertation proposal and report (C3,4,5)</p>
<p><b>D. On completion of this programme the successful student will have developed the following key skills to an advanced level in:</b></p> <p>D1. Communication and leadership within the interprofessional team</p> <p>D2. Multidisciplinary teamwork</p> <p>D3. Effective learning</p> <p>D4. Information technology</p> <p>D5. Numeracy</p> <p>D6. Personal and career development</p>	<p><b>Teaching and learning methods</b></p> <p>Key skills are taught in module related workshops, seminars, and through individual tutorial support</p> <p><b>Assessment</b></p> <p><b>(Learning outcomes tested indicated alongside each method)</b></p> <p>Key skills are self and peer assessed formatively within the modules (D2,3) and summatively assessed through critical reflection on self development through reflective essays, reports (D1,2,3,4,5,6) and the research proposal and dissertation (D1,2,3,4,5,6)</p>

## 12. Programme structures and requirements, levels, modules, credits and awards

### 12. 1 Overall structure of the programme

This is a part-time programme that can be undertaken on a 12-18 month basis, depending on whether students wish to undertake their dissertation over six months or one year. Prior to enrolling on the programme students have to demonstrate that they have met the accredited learning outcomes of the Society of Orthopaedic Medicine Diploma Course. They will then be awarded 60 Level 4 credits. Students who have completed courses in orthopaedic medicine with affiliated organisations may demonstrate their achievement of the learning outcomes of the accredited course by submission of a reflective essay to gain access to the programme, but they will not be entitled to claim credits.

The **accredited Society of Orthopaedic Medicine Diploma Course** intends to extend the knowledge of the post-registration medical practitioner or chartered physiotherapist (or those holding an equivalent overseas qualification) in the fields of functional anatomy and biomechanics; to develop competence in joint examination, assessment and treatment and to enhance constant critical reasoning and evaluation, supported by best evidence. The synthesis of these will promote a reflective approach to problem solving and clinical reasoning in orthopaedic medicine.

The aims of the course are drawn from this intention and are stated as follows :

- To develop the student's evidence based knowledge and in-depth understanding of functional biomechanics, anatomy and physiology of the musculoskeletal system necessary to assess and diagnose musculoskeletal disorders
- To develop the student's skills to plan, implement and critically evaluate a range of therapeutic interventions relevant to orthopaedic medicine
- To enable the student to develop expertise in complex techniques including manipulation and utilisation of injection protocols
- To foster interprofessional understanding, collaboration and effective working relationships

The learning outcomes of the accredited Society of Orthopaedic Medicine Diploma Course reflect the aims and by the end of the course (or that of an affiliated association), students' successful completion of the assessment procedures will demonstrate that they are able to:

- Rationalise and perform a competent assessment incorporating functional biomechanics in order to critically analyse complex musculoskeletal problems.
- Demonstrate mastery of the skills required to accurately diagnose musculoskeletal problems and administer safe, effective and appropriate treatment to the exact site of the lesion.
- Demonstrate mastery of manual therapy techniques and comprehension of injection protocols and their application, and critically evaluate the effects of

treatment.

- Critically reflect on the effectiveness of own communication with medical and allied health professional colleagues.

The learning outcomes of the accredited course form the foundation for the learning outcomes of the whole master's programme and students will have demonstrated their achievement of the learning outcomes through the accredited course assessment procedures prior to stepping onto the programme. The level of learning and achievement is equivalent to a UK university post-graduate certificate, and ties into the Post-graduate Diploma level of the PG Dip/MSc Orthopaedic Medicine programme (see table below and in 'Curriculum map for MSc Orthopaedic Medicine' – Annexe 1).

Having stepped onto the PG Dip/MSc Orthopaedic Medicine programme, students undertake the module **SOM 1** - Methods of Critical Enquiry in the Study of Healthcare Services - to prepare them to undertake their research dissertation project. They are also required to undertake two option modules chosen from the modules offered by the Society of Orthopaedic Medicine:

Theory and Practice of Injection Therapy - **SOM 2**

5 days attendance - 24 teaching hours; 180 study hours

Option Module

Advanced Clinical Practice in Orthopaedic Medicine - **SOM 3**

5 days attendance - 24 teaching hours; 180 study hours

Option Module

Practice Based Proposition Module - **SOM 4**

Individual supervision/distance learning; 180 study hours

Option Module

On completion of the three taught modules students will then undertake **SOM 5**, the research Dissertation Module

In summary, the PG Dip/MSc Orthopaedic Medicine programme will build on the SOM Diploma Course (or that of an accredited association) and will consist of the following:

- **SOM 1** - Methods of Critical Enquiry in the Study of Healthcare Services: 5 days attendance - 45 teaching hours; 180 study hours Compulsory; included in fee
- **SOM 2** - \*Theory and Practice of Injection Therapy: 5 days attendance - 24 teaching hours; 180 study hours Option Module; additional fee of £300.00 applies
- **SOM 3** - \*Advanced Clinical Practice in Orthopaedic Medicine: 5 days attendance - 24 teaching hours; 180 study hours Option Module; additional fee of £300.00 applies
- **SOM 4** - \*Practice Based Proposition Module: Individual supervision/distance learning; 180 study hours Option Module; additional fee of £300.00 applies
- **SOM 5** - Dissertation module: Individual supervision/workshops; 540 study hours Compulsory; included in fee

\*Students are normally required to choose 2 out of the 3 option modules available but accreditation of prior learning (APL) may exempt you from up to one third of the MSc Orthopaedic Medicine programme.

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<b>PG Dip</b>		
<ul style="list-style-type: none"> <li>• Society of Orthopaedic Medicine Diploma Course, or that of an affiliated organisation, plus reflective essay and personal development plan.</li> <li>• SOM 1 - Methods of Critical Enquiry in the Study of Healthcare Services</li> </ul>	Students undertake 2 option modules chosen from the clinical skills or theory modules offered by the Society of Orthopaedic Medicine	All modules must be passed
<b>MSc</b>		
<ul style="list-style-type: none"> <li>• Society of Orthopaedic Medicine Diploma Course, or that of an affiliated organisation, plus reflective essay and personal development plan</li> <li>• SOM 1 - Methods of Critical Enquiry in the Study of Healthcare Services</li> <li>• SOM 5 - Dissertation</li> </ul>	Students undertake 2 option modules chosen from the clinical skills or theory modules offered by the Society of Orthopaedic Medicine	All modules must be passed

### 13. A curriculum map relating learning outcomes to modules

Please see Annexe 1 at the end of this section.

### 14. Criteria for admission to the programme.

Students wishing to undertake the MSc Orthopaedic Medicine programme require:

- A relevant professional medical or physiotherapy qualification
- Successful completion of all of the assessment components of the Society of Orthopaedic Medicine Diploma course (60 Level 4 credits); or
- Successful completion of courses in orthopaedic medicine through affiliated organisations with demonstration of their achievement of the learning outcomes of the accredited course through submission of a reflective essay and personal development plan. (These students will not be entitled to claim credits.)
- No exemptions or pre-accreditation of the above pre-requisites are allowable.
- Individuals with a disability that would inhibit their ability to practise as a medical practitioner or a physiotherapist will not be suited to the programme

15. Information about assessment regulations

The University and School Assessment Policies apply to this programme. Programme specific requirements are:

- The pass mark for all modules is 16
- No compensation of a failed module is allowable

16. Indicators of quality

- QAA score of 22 in 2005
- RAE rating of 3a in 2001
- Successful validation in 2006
- Experienced, committed, lecturers (Fellows) drawn from clinical medical and physiotherapy practitioners.
- High level of tutor support and high tutor:student ratio
- Positive external examiner reports
- Positive student feedback
- Valuable contribution to CPD and career progression in clinical practice and research

17. Particular support for learning

- ILRS and ICT workshops
- Dissertation web-site to support dissertation supervision and tutorials
- Each student will have a designated academic advisor
- Each student will have a designated clinical supervisor

18. Methods for evaluating and improving the quality and standards of learning.

- All modules are formally evaluated by both staff and students
- Boards of studies
- External examiner appointed to the programme

19. Placement opportunities, requirements and support (if applicable).

N/A

20. Future careers: how achieving the qualification will support future career development

Successful completion of this skills based PG Dip/MSc will enable the student to seek promotion in clinical practice or move to research. In addition, the possession of a nationally recognised MSc is highly marketable for private practitioners.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found within this student programme handbook and the University Regulations.

## ANNEXE 1

### Curriculum map for MSc Orthopaedic Medicine

This map shows the main measurable learning outcomes of the programme and the modules in which they are assessed.

	Module	Code	A	A	A	A	A	B	B	B	B	C	C	C	C	C	D	D	D	D	D	D
			1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6
4	Society of Orthopaedic Medicine Diploma Course (or equivalent as completed via affiliated associations)		X	X	X	X		X	X	X		X	X	X			X	X	X			X
	Methods of Critical Enquiry in the Study of Healthcare Services	SOM 1				X			X	X				X			X	X	X	X	X	
	Theory and Practice of Injection Therapy	SOM 2		X	X			X	X	X	X		X				X	X	X			X
	Advanced Clinical Practice in Orthopaedic Medicine	SOM 3	X	X	X	X		X	X	X	X	X		X		X	X	X	X	X		X
	Practice Based Proposition Module	SOM 4			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
	Dissertation	SOM 5					X		X		X			X	X	X	X		X	X	X	X

#### Programme learning outcomes

Advanced knowledge and understanding to be able to demonstrate critical evaluation of:		Advanced practical skills:	
A1	Functional biomechanics	C1	Manual therapy techniques
A2	Diagnosis and treatment of musculoskeletal problems	C2	Injection protocols
A3	Inter-relationships between personal and professional ideas	C3	Research skills
A4	Micro and macro-political context within which the practice of orthopaedic medicine is located	C4	Project management skills
A5	Implementing a research project	C5	Creation of new tenets of practice

Advanced cognitive and problem solving skills:		Advanced key skills:	
B1	Critical reflection before, on and in the practice of orthopaedic medicine	D1	Communication and leadership within the interprofessional team
B2	Integration of theory and practice	D2	Multidisciplinary teamwork
B3	Critical appraisal of the practice of orthopaedic medicine within a multi-disciplinary context	D3	Effective learning
B4	Advanced problem solving	D4	Information technology
		D5	Numeracy
		D6	Personal and career development

## **Teaching, Learning and Assessment Strategy**

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The School of Health and Social Sciences (HSSc) aspires to becoming a true learning community based on the principles of collaboration, dialogue, equality, autonomy and responsibility between all stakeholders. The Society of Orthopaedic Medicine fully supports this.

At the centre of the learning process is the student who is recognised as a unique individual who will have their own motivation to learn and preferred ways of learning. The School and the Society of Orthopaedic Medicine have a strong commitment to helping students to develop as autonomous learners. Students who successfully complete their programme of study will leave not only with subject/discipline knowledge but also with skills that will enable them to develop as lifelong learners, to respond positively to challenge and change whilst demonstrating enterprise.

A variety of teaching, learning and assessment (TLA) methods are used throughout the whole PG Dip/MSc Orthopaedic Medicine programme.

Teaching methods include lectures, demonstrations, supervised practical groups, individual and group tutorials, seminars, workshops and anatomy laboratory visits.

Learning is facilitated through formative self, peer and tutor assessment and feedback and the development of a professional development portfolio. A high tutor:student ratio is applied to all modules in line with a high level of tutor support in the inter-unit periods and in preparation of summative assignments and examinations. Course workbooks are provided for each module to guide and support learning.

Formative and summative assessment methods are used to test students' progress and the achievement of the learning outcomes of each constituent module and the programme as a whole. Orthopaedic 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.

Formative assessment comprises self, peer and tutor assessment with feedback, with self-evaluation encouraged through the development of their professional development portfolio. Practical tasks, worksheets and individual and group question/answer sessions and projects are used to check learning.

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

For the 'Theory and Practice of Injection Therapy' module (SOM 2), guidelines are provided to enable students to appoint their own local appropriately qualified medical supervisor who 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.

Summative assessment comprises written assignments, practical examinations and vivas and an OSCE (Objective Structured Clinical Examination), the latter forming part of the summative assessment for the Advanced Clinical Practice in Orthopaedic Medicine module (SOM 3). The OSCE aims to assess students' clinical and communication skills in the assessment, diagnosis and treatment of patients.

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 are overseen by a Society of Orthopaedic Medicine Fellow who acts as external examiner. The External Examiner for the programme may elect to attend any of the Society's examination days or modules and produces a report after each visit.

The Society of Orthopaedic Medicine TLA strategy is founded on the facilitation of learning and is aligned to the aim of the School and University to ensure an effective student-centred learning experience to meet the needs of its current and future students.

## **Personal development planning**

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### **Purpose of a Professional Development Portfolio (PDP)**

An integral part of professional practice is the construction of a professional development portfolio. You will have been required to develop such a portfolio as part of your Diploma Course, and should continue this development throughout your programme. This will ensure both integration and cohesion of the programme, and application of learning to your individual, personal and professional experience. Developing a professional portfolio has more than one purpose. A PDP can be used to demonstrate individual achievement for professional and personal use. Some professional groups will already have specific guidelines on how to compile their portfolio for both registration and re-registration of professional competence.

Learning obtained outside traditional areas and confines of higher education is valuable. This learning can be identified and set out within the portfolio noting its role in your professional development. Another use for a PDP is specifically to collate evidence of the acquisition of learning that has taken place in the workplace and to maximise the potential of a portfolio by applying for accreditation of prior learning. This is the process by which prior learning can be accredited to provide exemption from option modules.

### **Learning not experience**

The emphasis on the PDP is on demonstrating that learning has taken place. Throughout the process of developing a PDP, experience is significant only as a source of learning. There is an intellectual task involved in moving from a description of the experience to identifying the learning that has been achieved as part of that work experience. Such learning may be derived from day to day responsibility at work, managing special projects, and pursuing particular professional interests through work, mentoring other staff, job shadowing or secondment to other departments within the workplace. The PDP becomes a tool whereby entries are made, collating critical and analytical reflection on the development of individual professional practice, thus providing explicit evidence of acquisition, development and achievement of new knowledge from the work environment.

## **PDP as a component of your postgraduate programme**

The PDP is perceived as an important part of the experience in undertaking your postgraduate programme. You are expected to continue to develop your PDP thereby linking theoretical aspects of the programme and new knowledge with practice application in the workplace. There is the opportunity to construct the portfolio within a self-managed but supported learning environment, identifying both individual professional and organisational objectives that arise during the programme. This will help you to plan appropriate option modules through identification of your learning needs, and also, through active reflection, to integrate theory with practice.

## **Assessment and progression**

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All modules will be graded on the University 20 point scale (1 denoting the highest grade, and 20 the lowest), and the pass-mark for all modules is 16. Any module that is failed may be re-submitted **once** only, and the maximum grade that can be achieved on a re-submission is 16. All modules must be passed, and no compensation of a failed module is permissible on this programme.

The University grading scale mentioned above is used in relation to and in conjunction with the University grade criteria guide and guidance on the generation and use of module level descriptors (see Regulations “Module Level Descriptors” and “Grade Criteria Guide” [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)).

Following successful completion of the Postgraduate Diploma stage (achievement of 120 credit points) you may proceed with your research dissertation (see ‘Applying for Ethical Approval’ page 29). You may decide not to complete the full MSc programme, and provided you notify the Programme Leader, in writing, of your decision, you will be awarded the PG Dip Orthopaedic Medicine if you have completed all taught core and option modules successfully.

If you should fail to achieve a pass grade in the Dissertation module you would be eligible for the award of PG Dip Orthopaedic Medicine. However, as an alternative, you may choose to re-submit the dissertation for examination as a Masters Dissertation, once only and not later than two years after that failure is determined by the Assessment Board. To be recommended for the award of MSc Orthopaedic Medicine you must receive at least a pass mark in this re-examination.

**You must complete the whole programme within five years from your date of enrolment.**

### **Final award**

You may choose to exit from the programme at one of two levels - PG Dip or MSc. You should note that the Postgraduate Diploma is not a classified award.

Classification of MSc awards for Merit require the dissertation to be at grade 7 or better, and that 50% or more of the remaining graded credits at Level 4 should be at grade 8 or better, with no more than 20% of the credits more than one class below (13 or lower).

Classification of MSc awards for Distinction require the dissertation to be at grade 3 or better, and that 50% or more of the remaining graded credits at Level 4 should be at grade 4 or better, with no more than 20% of the credits more than one class below (9 or lower).

The title of your final award will be either **PG Dip Orthopaedic Medicine** or **MSc Orthopaedic Medicine**.

An explanation of the University grading scale has been given above. When you undertake a module that is assessed by more than one component, the module handbook will specify the components that have to be successfully passed, and will also detail how the aggregate grade is agreed.

The University grading scale is used in relation to, and in conjunction with, the University grade criteria guide and guidance on the generation and use of module level descriptors (see Regulations “Module Level Descriptors” - [www.mdx.ac.uk/regulations/ldo.htm](http://www.mdx.ac.uk/regulations/ldo.htm) and “Grade Criteria Guide” - [www.mdx.ac.uk/regulations/gac.htm](http://www.mdx.ac.uk/regulations/gac.htm) ).

All modules have to be successfully passed in order to complete the programme. A failed module cannot be compensated.

### **Plagiarism**

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University to be a serious offence. The University will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from campus learning resource centres. Detailed information can be obtained at [www.mdx.ac.uk/24-7/announce/plagiarism.htm](http://www.mdx.ac.uk/24-7/announce/plagiarism.htm).

### **Accreditation of Prior Learning (APL)**

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Accreditation of prior learning (APL) may apply to this programme if you can justify the role that that will play within the overarching programme of the MSc Orthopaedic Medicine. You may claim up to one third of the 180 credits required for the MSc Orthopaedic Medicine programme, provided that any previous course taken has been accredited or validated at the appropriate level, i.e. Level 4 or master's level.

The submission of a portfolio is normally required that includes evidence of your completion of the course(s) being presented for accreditation, including the grade, full credit rating and level, and a statement that links your course into the programme. The original certification, module outline(s) and handbook(s) should be submitted, which will be returned to you after assessment of your claim.

In order to claim APL against the compulsory module ‘Critical Enquiry in the Study of Healthcare Services’ (SOM 1), you will need to satisfy the SOM 1 Module Leader that, through submission of the above, you are able to provide a full research proposal that can then be approved prior to doing the dissertation.

Claims for APL must be made prior to commencing the programme. Learning undertaken over five years before the commencement of the programme will not normally be considered for APL.

## **Regulations**

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### **Assessment board**

An assessment board will meet once a year to ratify students' results and to record their progress through the programme. The Board comprises the Programme Leader, the University Link Tutor, Module Leaders and the External Examiner. The Board will be chaired by a representative appointed by Middlesex University.

### **Infringement of assessment regulations and appeals**

Approval has been applied for to allow the Society of Orthopaedic Medicine to manage cases of academic misconduct locally. In the meantime, Middlesex University Regulations for Academic Misconduct and Appeals apply to your Programme of study. These are set out in the Middlesex University Regulations Section F and Section G - [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/). The terminology may not be familiar in all cases as it refers to Middlesex University staff and Committees. If you are involved in any action under these regulations and do not understand the process involved, please contact the Link Tutor (Programme Leader) at your Institution or the Middlesex University Link Tutor.

Middlesex University Regulations for Appeals apply to your programme of study. These are set out in the Middlesex University Regulations Section G - [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/). The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact the Link Tutor at your Institution or the Middlesex University Link Tutor.

## **Submission of course work and feedback to students**

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### **Submission of course work**

You will be given explicit instructions by your Module Leaders for the submission of course work with dates for submission. No extensions are permissible and failure to submit work by the deadline will result in failure in the component or the module concerned (grade 20), unless permission has been granted by the Programme Leader and Module Leader, in consultation with the University Link Tutor, to defer assessment in the whole module. Deferral of assessment or reassessment may be granted where exceptional circumstances prevent a student from completing assessment through no fault of the student.

### **Electronic receipt of coursework**

Please note that electronic submission of coursework is not permitted.

### **Feedback on coursework**

All forms of assessment are part of the learning process. You should be provided with either individual or collective feedback on your assessed work.

All students will receive individual written feedback on all coursework submitted for this programme. This will be available from the Module Leader following the

publication of results. When an assessment board and the subsequent publication of results does not occur within six weeks of the work being submitted, students will be given provisional written feedback, although the grade awarded is subject to ratification at the Assessment Board.

### **Feedback on examinations**

All students will receive individual written feedback on all examinations taken on this programme. This will be available from the Module Leader following the publication of results. When an assessment board and the subsequent publication of results does not occur within six weeks of the work being submitted, students will be given provisional written feedback, although the grade awarded is subject to ratification at the Assessment Board.

### **Comments on examination scripts and marks**

Feedback is provided on designated feedback sheets. Your submitted work will not be returned.

### **Dissertations**

Dissertations will be independently marked by two members of academic staff from Middlesex University, one of whom will usually be the student's academic advisor. In addition to this, all research proposals will be scrutinised by a clinical supervisor from the Society of Orthopaedic Medicine, before the Dissertation Module begins, to be able to provide feedback on the clinical feasibility of the study.

### **Marking, second marking and marking moderation**

There is a University-wide policy for the anonymous marking of assessed work, as far as is practicable, and the Society of Orthopaedic Medicine conforms to this policy when possible.

An internal moderation panel will be convened by the Module Leader immediately prior to selection of a sample of work being forwarded to the external examiner.

The panel will moderate as follows:

- Case 1: modules where only one marker is involved. The marker will send a sample of papers in the upper and middle band of the 20-point scale to the external examiner and will complete the module assessment report, incorporating the remarks of the external examiner.
- Case 2: modules where more than one marker is involved. The Module Leader (or representative) and one marker should form an internal panel and moderate a minimum of 10% of all passes across the upper, middle and lower bands of the 20-point scale, and all referrals. Both should complete the module assessment report.
- Case 3: in the case of dissertation/practice based proposition modules students submit two copies of this work and they are blind marked by two markers (i.e. they do not know the other marker's opinion or grade as they mark) who then meet as an internal panel to moderate and agree grades. Both complete the module assessment form. Dissertations require input from the clinical advisors prior to the commencement of the study.
- **Please note that all scripts failing to achieve a pass grade on the second attempt will be moderated and sent to the external examiner.**

## Applying for Ethical Approval

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After your research proposal has been marked, you will need to apply for ethical approval before being able to continue with research for your dissertation.

- You will need to apply for ethical approval through the NRES (National Research Ethics Service) (previously COREC) web site and the application form is available through the following link: <https://www.nresform.org.uk/AppForm/display/login.asp?b=1> ; you will need to register if you haven't already.
- You will **also** need to submit a simple form asking for basic details of you and your intended research that will be kept on file at Middlesex University. This form is known as the 'Application for ethical approval of Category A proposals form' : 'A1 For information only' and is one of a set of Health Studies Ethics Sub-committee (HSESC) forms that can be found through the following link: [http://www.mdx.ac.uk/24-7/hssc/docs/Application\\_Form.doc](http://www.mdx.ac.uk/24-7/hssc/docs/Application_Form.doc) (Category A, pages 2 and 3 only)
- You should submit one hard copy of the Category A form (signed by the research supervisor in the case of a student submission) and an electronic copy to Christine Constantinou, HSESC secretary, at Enfield. This should be submitted at least two weeks before the date of the HSESC meeting of which you will be advised (see dates below).

Christine's full contact details are as follows:

**Mrs Christine Constantinou**

ISHR Research Ethics & Governance Administrator  
Middlesex University  
School of Health and Social Sciences  
Room 36, Roberts Building  
Enfield Campus  
Queensway  
Enfield  
Middlesex EN3 4SA

Tel: 0208 411 5192

Fax: 0208 411 5440

E-mail: [c.constantinou@mdx.ac.uk](mailto:c.constantinou@mdx.ac.uk)

- Keep a copy of your submitted A1 form for your own records and for inclusion in your project/dissertation report
- Once you have been granted ethical approval through NRES, please send a copy of the letter confirming that you can proceed with your research to Christine. This will be kept on file with the A1 form that you will have submitted.

**Please note, you do not need to apply for ethical approval or to complete form A1/Category A until you have had the results of your research proposal.**

The **dates of the Health Studies Ethics Sub-Committee meetings** for the Academic Session 2007-2008 are:

Thursday 13th September 2007, Thursday 25th October 2007, Thursday 13th December 2007, Thursday 31st January 2008, Thursday 13th March 2008, Thursday 24th April 2008, Thursday 29th May 2008, Thursday 10th July 2008

## **Copies of assessed work**

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Where available, Module Leaders will be able to arrange for students to view past examples of assessed work.

## **Attendance requirements**

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You should attend all scheduled parts of your modules and should perform all prescribed activities. Where your attendance fails to meet the minimum attendance of 80% of the practical sessions required to meet the learning outcomes of the module, you may be excluded from the assessment and be graded X in the module. If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, although you will have to pay the module registration fee again.

In the PG Dip/MSc Orthopaedic Medicine programme, the X grade is applied if you have been unable to participate in the learning processes of a module for which you are registered. It is not a 'punishment' for poor attendance but recognition that you have not been able to prepare yourself for assessment in the practical content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

## **Quality assurance of your programme**

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To ensure the highest standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures, which include those procedures related to programme approval, monitoring and review. A key feature of these processes is the input from external subject experts who ensure that awards of Middlesex are comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are appropriate.

Students also have a very important role in enhancing programmes, feeding back on a regular basis via feedback forms, Boards of Study, and other mechanisms. Student feedback also plays a major role in programme monitoring and review.

Middlesex University, and its programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex University. The most recent audit of quality and standards of Middlesex University awards delivered through partnership was undertaken by the QAA in 2005 and the University was awarded a judgement of broad confidence in the soundness of the University's current and future management of the quality of its programmes and the academic standards of its awards. This judgement is the highest level judgement that can be awarded by the QAA. QAA review and audit reports can be viewed on the QAA website at: [www.qaa.ac.uk](http://www.qaa.ac.uk).

### **Link Tutors**

A Middlesex University Link Tutor and a Society of Orthopaedic Medicine Link Tutor (your Programme Leader) are allocated to your programme of study. They are responsible to Middlesex University for ensuring the maintenance of standards in

the delivery of your programme and effective liaison between the University and the Society. If you have any questions or concerns about your programme or any aspect of the partnership please contact your Link Tutors immediately. Their details are included in the programme staff list beginning on page 9 of this handbook.

## **Feedback from students**

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### **Boards of Study**

The purpose of the Board of Study is to provide a forum for discussion between you and staff involved in all aspects of your programme.

As this programme runs outside of the usual University calendar, there will be a dedicated Board of Studies to which all students are invited to contribute.

The programme holds two Boards of Study meetings each year, usually one within the second Unit of the module SOM 1 and one within one of the dissertation workshops. The membership of the Board comprises:

- Students
- Subject/programme leader
- Academic staff aligned to the delivery of the programme or modules

You should be aware of the function of the Board of Study, and should be clear that you can raise any matters of concern.

Minutes are made of the discussion and decisions of each Board meeting, and these are circulated to members with outcomes. The minutes of the meeting are included with the Programme Annual Monitoring Report for consideration by the University. The points raised at the meeting are carefully recorded for issues arising, and the actions taken upon them are fed back to members as they are taken.

### **Terms of reference**

Full terms of reference of Boards of Studies are available from the Procedures Handbook (Section 8) at [www.mdx.ac.uk/qaas/handbook/parta/index.htm](http://www.mdx.ac.uk/qaas/handbook/parta/index.htm)

The terminology may need to be customised to apply to the specific arrangements of the MSc Orthopaedic Medicine programme. Please contact your Society of Orthopaedic Medicine Link Tutor or the University Link Tutor if you have any queries.

### **Dates**

First Board of Study, 25 October 2007; Second, TBC

### **Module evaluation forms and programme evaluation questionnaire**

Each module is evaluated separately and your contribution to improve the delivery of each module is welcomed. Module feedback forms are completed at the end of each module and are completely anonymous. Module forms examine each module in some detail.

Programme questionnaires will also be distributed that invite comment on your programme in general.

The aim of this feedback process is to elicit your views on the quality of modules, and your experience of being a student on your programme of study.

You can expect to receive a report on any issues that have been identified. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be

reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective in helping to provide a good quality experience for students.

## **Suggestions and complaints**

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The Society of Orthopaedic Medicine welcomes your suggestions on how we might improve your experience on the programme, even when this takes the form of a complaint about a service, a member of staff or another student.

If you have a suggestion or a complaint about any aspect of the programme, raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter, in writing, through the Module Leader, Programme Leader or the Society's Administrative Director. Their contact details start on page 9 of your handbook. If something goes wrong we aim to put it right as quickly as possible. Your advice and comments are essential.

All complaints will be:

- treated seriously and with fairness
- dealt with without undue delay, and in as straightforward a manner as possible
- treated consistently across the Society of Orthopaedic Medicine or Middlesex University
- dealt with and resolved, wherever possible in an informal way
- progressed through stages leading, if necessary, to a formal stage.

The Society's internal complaints and grievance procedures are available from the Administrative Director. They must be followed and have been fully exhausted before the Middlesex University "Complaints in relation to collaborative partner institutions" (<http://mdx.ac.uk/regulations/>) may be followed.

## **Middlesex University Students' Union**

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Middlesex University Students' Union (MUSU) is a democratic organisation, run by students for students, which represents the students of the University at local and national level.

At a national level, MUSU keeps up with national topics that the NUS deals with, for example, campaigns such as "Admission Impossible" and "Black History Month" and other issues which affect students nationally.

On a local level, MUSU is involved in improving the experience of Middlesex students within the University, as well as a wide range of services, including societies, training and development, and welfare/academic advice.

There are six elected sabbatical officers who work full time on behalf of the student body:

**President (TP) ext 6763**

**Vice President Academic (HE) ext 6754**

**Vice President Welfare and International Students (EN) ext 6771**

**Vice President Student Activities and Communications (CH) ext 5511**

You can contact any of these people in order to seek help, advice, or to discuss any issues that concern Middlesex students. With your help MUSU can continue to improve the experience of Middlesex students within the University.

If you would like to become involved with the Students' Union or find out more about the services it provides, simply ring MUSU reception on: 020 8411 6450, or go to: [www.musu.mdx.ac.uk](http://www.musu.mdx.ac.uk)

## **Career opportunities**

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Successful completion of this skills based MSc will enable the student to seek promotion in clinical practice or to move to research. In addition the possession of a nationally recognised MSc is highly marketable for private practitioners.

## **Learning Resources**

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Access to learning resources at Middlesex University will be provided to support academic need. In the Learning Resource Centres (LRCs), facilities, services and support are provided to aid student learning. These include libraries, academic computing support, audio-visual support, language services, dyslexia support and English language and learning support. Details of the full range of services available to the MSc Orthopaedic Medicine students can be found on the Society of Orthopaedic Medicine web site: [www.somed.org](http://www.somed.org)

You may also have access to learning resources through your place of employment and you are encouraged to explore local support since most of your programme will be conducted at a distance from the University.

## **Information for students with disabilities**

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If you have any physical difficulty, long term medical condition, sensory impairment or specific learning difficulty (e.g. dyslexia) you are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support will include advice on programme related study needs. Confidentiality will be respected and relevant details will only be disclosed with your permission.

## **Student Membership of the University**

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Students taught on programmes franchised/validated by Middlesex University are student members of the University and have the right, on matters relating to academic assessment, to make an appeal to the Middlesex University Academic Registry.

The Collaborative Students' Entitlement Sheet, issued to you at enrolment, outlines your relationship with the University. The sheet is available from the Administrative Director on request.

A statement of rights and responsibilities of student membership of the University can be found in the University Regulations at [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)

## **Health, Safety and Welfare**

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The University has responsibilities under the Health and Safety at Work Act 1974 to ensure that risks to health and safety are properly controlled. The Health and Safety policy of the University can be found at:

<http://www.intra.mdx.ac.uk/core/service/efs/docs/efhealth.pdf>

The Society of Orthopaedic Medicine will adhere to the Act both on and off University premises, when modules are provided at alternative venues.

All students are expected to take reasonable care of their own health and safety and that of other people.

## **Abbreviations and acronyms**

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### **SOM - Society of Orthopaedic Medicine**

#### **Middlesex University Schools and Services**

CPD – Continuing Professional Development

HSESC - Health Studies Ethics Sub-committee

HSSc - School of Health and Social Science

LR – Learning Resources

LRC – Learning Resources Centre

MISIS - Middlesex Integrated Student Information System

MUSU – Middlesex University Student Union

TLA – Teaching, Learning and Assessment

QAAS – Quality Assurance and Audit Service

#### **Other terms**

APL – Accreditation of Prior Learning

DE – Distance Education

NRES – National Research Ethics Service

## **Module Information**

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### **Core modules**

SOM 1 - Methods of Critical Enquiry in the Study of Healthcare Services	36
SOM 5 - Dissertation Module	44

### **Option modules**

SOM 2	Theory and Practice of Injection Therapy	38
SOM 3	Advanced Clinical Practice in Orthopaedic Medicine	40
SOM 4	Practice Based Proposition Module	42

<b>Module Code:</b>	SOM 1
<b>Module Title:</b>	Methods of Critical Enquiry in the Study of Healthcare Services
<b>Level:</b>	4
<b>Credit points:</b>	20
<b>Pre-requisites:</b>	Successful completion of a level 3 research module or demonstration of equivalent knowledge
<b>Teaching hours:</b>	45
<b>Teaching/Learning Strategies:</b>	Lecture, Seminar, Workshop
<b>Total study hours:</b>	180
<b>Module Leader:</b>	Dr Fery Ghazi

### **Rationale and aims**

This module is designed to provide a critical overview of the methodologies used for research in the subject areas related to health care, and to equip the student to apply this knowledge in the planning of their dissertation work. The module affords students opportunities to appreciate the strengths and weaknesses of published work in their specialist area, or in health care in general. Students will learn in groups and will explore philosophical, ethical and methodological differences, which underpin the knowledge and research base of health care work. Workshops will allow the student to develop a proposal for their dissertation work, to consider its adequacy and limitations, and justify the approach taken.

Students are required to have a broad idea of their selected area of research investigation prior to attending Unit I of the module.

### **Learning outcomes**

On completion of the module students will be able to:

1. Critically examine the nature of knowledge in their subject area
2. Demonstrate the ability to critique published work in their subject area
3. Critically consider ethical issues relating to the generation of evidence
4. Critically appraise the appropriateness of different approaches in health research and interagency collaboration
5. Identify an area of relevant enquiry for individual dissertation work, select a suitable method for investigation, and justify the choice made
6. Construct a research proposal demonstrating an appropriate approach, design and process, with achievable outcomes
7. Critically appraise the relevance of proposed research to their subject area

### **Outline of content**

The content outlined below will be specifically shaped to the health subject area of the programme on which the student is registered:

- Epistemological, political and philosophical issues in the generation of evidence
- Research paradigms
- Research designs
- Ethical issues; how to gain ethical approval
- Data collection methods
- Data analysis methods
- Reliability, validity and triangulation of data

### **Teaching, learning and assessment strategies**

A variety of approaches appropriate to adult learners, and which encourage collaborative work will be utilised. This will include lectures, seminars, group work, personal tutorials and presentations. You will be expected to demonstrate achievement of all your learning outcomes by construction of a 4000 word research

proposal to investigate a specific, clearly stated research problem which meets the requirements for the MSc dissertation. You must include a critical review of current evidence and should document the methodological approach chosen, giving reasons for the choice and discuss the ethical considerations and limitations as well as the strengths of the chosen method/approach.

### **Core reading**

Denzin, N.K., and Lincoln Y.S, (2005) Qualitative research. (3<sup>rd</sup> Ed), Sage London.  
Field, A., (2005) Discovering Statistics using SPSS. (2<sup>nd</sup> Ed) Sage London  
Kaplan, D. (2004) The Sage handbook of Quantitative methodology for Social Sciences. Sage London.  
Kumar, R., (2005) Research Methodology Sage London.  
Punch, K. F., (2005) Introduction to Social Research. (2Ed), Sage London.  
Richards, L. (2005) Handling Qualitative Data. A practical guide. Sage London  
Scott, J., (2005) Documentary Research. Sage Benchmarks in Social Research methods series. London

**Subject related key reading will be recommended by the teaching team**

<b>Module code:</b>	SOM 2
<b>Module title:</b>	Theory and Practice of Injection Therapy
<b>Level:</b>	4
<b>Credit points:</b>	20
<b>Pre-requisite:</b>	Must be a Member of the Society of Orthopaedic Medicine (or have fully satisfied the assessment requirements of an affiliated association)
<b>Teaching hours</b>	24
<b>Teaching/Learning Strategies</b>	Lecture, Demonstration, Group work, Case Study, Tutorials
<b>Total study hours:</b>	180
<b>Module Leaders</b>	Paul Hattam and Dr David Knott

### **Rationale and aims**

This module in injection skills is designed to develop cognitive and psychomotor skills essential to the advancement of the chartered physiotherapist specialising in injection treatments for musculoskeletal lesions. The module aims to develop the knowledge of the chartered physiotherapist in the theory, application and practice of injection treatments in musculoskeletal disorders. It further aims to enhance constant critical reasoning and evaluation in the application of injection skills. It should be noted that this module is only open to fully subscribed Members of the Society of Orthopaedic Medicine (or to those who have fully satisfied the assessment requirements of affiliated associations), who are currently practising in the United Kingdom and can demonstrate that medical supervision is in place for the inter-unit course work.

### **Learning outcomes**

On completion of this module students will be able to: -

1. Demonstrate a high level of knowledge and understanding of the pharmacology of local anaesthetic and corticosteroid drugs in relation to orthopaedic medicine injections as well as the indications for and contraindications to injection techniques
2. Carry out expert assessment of patients in order to accurately identify the tissue at fault and determine the appropriate drug selection and dosage
3. Demonstrate mastery of the handling skills required to administer injections appropriately and accurately
4. Critically evaluate the effects of treatment
5. Extrapolate and integrate the advanced knowledge and skills required to undertake independent practice in relation to orthopaedic medicine injection therapy

### **Outline of content**

- Medico-legal aspects of injection therapy
- Principles of diagnosis and treatment
- Absorption and elimination of drugs
- Drug nomenclature and doses
- Local anaesthetics
- Corticosteroids
- Basic equipment and safety
- Aseptic technique
- General injection techniques
- Emergencies and complications
- Record keeping and treatment protocols

- Regional injection techniques
- Supervised clinical practice
- Anatomy laboratory session
- Injection protocols

### **Teaching and Learning Strategy**

This module will use a range of teaching/learning strategies including lectures, demonstrations, group work, case studies and tutorials.

### **Assessment**

Formative assessment: Tutor feedback throughout module, particularly on practical skills. Students will present one supervised injection in the inter-unit period. Feedback will be provided to guide the development of their injection portfolio. Marking schemes are provided to students within the module handbook as a guide to summative assessment requirements.

Summative assessment: Students will demonstrate achievement of the learning outcomes by completing an assignment that is in three parts, all of which must be passed to pass the module:-

- Submission of a portfolio providing evidence of a minimum of 10 supervised injections – marked on a pass/fail basis\* (Learning outcomes 1,2,3,4,5)
- Submission of a case study of 2,500 words detailing an injection treatment conducted by the student – marked on the standard 20 point scale\* (Learning outcomes 1,2,3,4,5)
- Practical viva examination – marked on a pass/fail basis (Learning outcomes 1,3,5)

**\*The portfolio and case study must be passed prior to attending Unit II of the module.**

The final grade of the assessment is that awarded for the case study.

### **Core reading**

Cyriax J.H. & Cyriax P.J. (1983) **Illustrated Manual of Orthopaedic Medicine**. Oxford: Butterworths.

Cyriax J. (1984) **Textbook of Orthopaedic Medicine** Vol 2, (11<sup>th</sup> Edn) Oxford: Baillière Tindall.

Kesson M. & Atkins E. (2005) **Orthopaedic Medicine – a Practical Approach** (2<sup>nd</sup> Edn) Oxford: Elsevier.

Kesson M., Atkins E., Davies, I. (2003) **Musculoskeletal Injection Skills** Oxford: Butterworth Heinemann (Out of print).

Saunders S. (2006) **Injection techniques in Orthopaedic and Sports Medicine, 3rd edn**. Edinburgh, Churchill Livingstone.

Silver, T. (2007) **Joint and Soft Tissue Injection: Injecting with Confidence, 4<sup>th</sup> edn**. Radcliffe Publishing.

**Subject related key reading will be recommended by the teaching team**

<b>Module code:</b>	SOM 3
<b>Module title:</b>	Advanced Clinical Practice in Orthopaedic Medicine
<b>Level:</b>	4
<b>Credit points:</b>	20
<b>Pre-requisite:</b>	Must be a Member of the Society of Orthopaedic Medicine (or have fully satisfied the assessment requirements of an affiliated association)
<b>Teaching hours:</b>	24
<b>Teaching/Learning strategies:</b>	Lecture, Demonstration, Group work, Tutorials, Presentation
<b>Total study hours:</b>	180
<b>Module Leader:</b>	Dr Elaine Atkins

### **Rationale and aims**

This module intends to review and develop the manual skills of medical practitioners and chartered physiotherapists (or those with an equivalent overseas qualification) as applied in clinical practice in orthopaedic medicine. It is targeted at those students who have completed the Society of Orthopaedic Medicine Membership course (or the course of an affiliated association) and who wish to develop their skills in and review the evidence base of in orthopaedic medicine, based on their continuing clinical experience.

### **Learning outcomes**

On completion of the module students will be able to: -

1. Critically evaluate their clinical orthopaedic medicine practice indicating 'value added' through the integration of the approach into their professional practice
2. Extrapolate and inter-relate a comprehensive knowledge base into advanced practice of orthopaedic medicine
3. Demonstrate advancement in their mastery of handling skills in the performance of orthopaedic medicine techniques
4. Critically discuss and debate current theory underpinning orthopaedic medicine practice and contribute to the development of the taught techniques through a creative and innovative approach to practice
5. Take the lead in promoting the practice of orthopaedic medicine, and in further developing the evidence base of practice

### **Outline of content**

- The concept of advanced practice
- Evaluation and development of regional techniques used in orthopaedic medicine
- Introduction and evaluation of advanced techniques used in orthopaedic medicine
- Evaluation and identification of lacunae within the specialism
- Methods of critical review
- Developing the evidence base of orthopaedic medicine
- Presentation of case reports

## **Teaching, learning and assessment strategies**

This module will use a range of teaching/learning strategies including lectures, demonstrations, group work, presentation, case reports and tutorials.

Formative assessment: Tutor and peer feedback throughout module, particularly on practical skills. Presentation of case reports and academic papers with tutor and peer feedback. Mock OSCE sessions to provide practice, with tutor feedback. Marking schemes are provided to students within the module handbook as a guide to summative assessment requirements.

Summative assessment: Students will demonstrate achievement of the learning outcomes by completing an assignment that is in two parts, both of which must be passed: -

- A 2,500 words reflective essay that demonstrates the way in which the learning outcomes have been achieved and have enhanced clinical practice (Learning outcomes 1,2,4,5)
- Objective structured clinical examination (OSCE) (Learning outcome 3)

The essay will be graded on the standard 20-point scale and the OSCE on a pass/fail basis. The overall grade for the assignment will be that awarded for the essay.

### **Core reading**

Alsop, A (2000) **Continuing Professional Development – A Guide for Therapists**. Oxford: Blackwell Science.

Bolton G (2001) **Reflective Practice – Writing and Professional Development**. London: Paul Chapman Publishing

Bury, T., Mead, J. (1998) **Evidence-based Healthcare – A Practical Guide for Therapists**. Oxford: Butterworth Heinemann.

Crombie, I.K. (1996) **The Pocket Guide to Critical Appraisal**. London :BMJ Publishing Group.

Greenhalgh, T. (2001) **How to Read a Paper – The Basics of Evidence Based Medicine**. London: BMJ Publishing Group.

Hart. C. (1998) **Doing a Literature Review: Developing the Social Science Research Imagination** London: Sage

Kesson M., Atkins E. (2005) **Orthopaedic Medicine – A Practical Approach. (2nd edn.)** Oxford: Elsevier

**Subject related key reading will be recommended by the teaching team**

<b>Module code:</b>	SOM 4
<b>Module title:</b>	Practice Based Proposition Module
<b>Level:</b>	4
<b>Credit points:</b>	20
<b>Pre-requisites</b>	Must be a Member of the Society of Orthopaedic Medicine (or have fully satisfied the assessment requirements of an affiliated association)
<b>Teaching hours:</b>	Negotiable
<b>Teaching/Learning strategies:</b>	Individual supervision
<b>Total study hours:</b>	180
<b>Module Leaders:</b>	Jill Kerr, Monica Kesson

### **Rationale and aims**

This module provides students with the opportunity to carry out a project, situational analysis or literature review, that will be distinct from that conducted for the research proposal and dissertation.

The student is asked to identify an area or issue within their workplace that they would like to investigate, be it a clinical technique or process. They will then research that area, draw conclusions and make recommendations for change. The module brings together reflection, critical analysis, the development of academic theory and managing change. The topic for the proposition work must be agreed in advance with the Module Leader(s). The student will take responsibility for their own learning through self-directed study and supervised preparation

### **Learning outcomes**

On completion of this module the student will be able to:

1. Demonstrate a high level of knowledge and understanding of their proposition topic/project
2. Critically analyse, in depth, their chosen topic/project
3. Critically evaluate the relevance of their chosen topic/project to their programme
4. Identify areas for future work and development

### **Outline of content**

There is no standard syllabus for this student directed module. Students are required to prepare a proposition proposal before starting the module. Each student will be invited to discuss their proposal with the Module Leader(s).

### **Teaching, learning and assessment strategies**

Individual, self-managed work, supported with regular meetings with project. Regular communication with Module Leader(s). Marking schemes are provided to students within the module handbook as a guide to summative assessment requirements.

Summative assessment: The assessment for this module is a 4000 word report of the project, situational analysis or literature review, that tests the achievement of all learning outcomes.

### **Core reading**

- Bowden. J. (2000) **Writing a Report: How to Prepare, Write and Present Powerful Reports (5th Ed)** Oxford: How To Books
- Hart. C. (1998) **Doing a Literature Review: Developing the Social Science Research Imagination** London: Sage
- Lock. D. (1997) **Gower Handbook of Project Management** Aldershot: Gower

Phelan. & Reynolds. P. (1996) **Argument and Evidence: Critical Analysis for the Social Sciences** London: Routledge  
Sharp. J. (2002) **The Management of a Student Research Project** London: Gower  
Smalzer. W. (1996) **Write to be Read: Reading, Reflection and Writing**  
Cambridge: University Press

**Subject related key reading will be recommended by the Module Leaders**

<b>Module code:</b>	SOM 5
<b>Module title:</b>	MSc Dissertation
<b>Level:</b>	4
<b>Credit points:</b>	60
<b>Pre-requisites:</b>	SOM 1, or equivalent
<b>Teaching hours:</b>	Negotiable
<b>Teaching/Learning Strategies:</b>	Individual research supervision, Workshops
<b>Total study hours:</b>	540
<b>Module leader:</b>	Prof Michael Traynor

### **Rationale and aims**

This dissertation allows you to undertake research with a programme related focus, in your area of practice. This involves a critical review of available literature and research, the development of a pertinent research design, utilising an appropriate paradigm, to engage in fieldwork in the health care setting. A central aim of the dissertation is the acquisition of mastery in the chosen area of study, and to develop the skills necessary to support this. By participating in peer learning communities, students will experience the critical community in which they will be expected to engage as postgraduates

### **Learning Outcomes**

On completion of their dissertation the student will be able to:

1. Engage in project management, by implementing a research programme
2. Share learning and support fellow students through debate and discussion within the peer learning community
3. Undertake required fieldwork, collect and analyse data
4. Communicate the findings in an appropriate manner
5. Recognise the limitations of the study, and make recommendations for further research
6. Identify the implications of the study for the wider professional/interprofessional and academic context
7. Demonstrate a critical understanding of the values that inform anti-discriminatory practice

### **Outline of content**

No standard syllabus for this supervised rather than taught module

### **Teaching, learning and strategies**

Individual, self-managed with regular individual and group tutorials (by arrangement). Regular communication with academic advisor and/or clinical advisor. This dissertation involves undertaking the research project proposed in SOM 1, and submitting a 12000-15000 word report in accordance with University guidelines that will test all the learning outcomes of the module.

### **Core reading**

- Denscombe. M. (2002) **Ground Rules for Good Research** Buckinghamshire: Open University Press
- Fitzpatrick. J. Secrist. J. & Wright. D. (1998) **Secrets for a Successful Dissertation** London: Sage
- Rudestam. K. (2001) **Surviving your dissertation: A Comprehensive Guide to Content and Process** London: Sage
- Sharp. J. & Howard. K. (1998) **The Management of a Student Research Project** (2nd Ed) Aldershot: Gower

Sweetman. D. (2000) **Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully** (3rd Ed) Oxford: How To Books  
Usherwood. T. (1996) **Introduction to Project Management in Health Research**  
Buckingham: Open University Press  
Walliman. N. (2001) **Your Research Project: A Step-by-Step Guide for the First-time Researcher** London: Sage