PgCert ADVANCED CLINICAL PRACTICE (MANIPULATIVE THERAPY)

PROGRAMME HANDBOOK

JANUARY 2016
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1 INTRODUCTION

Welcome to the School of Health & Social Care (SOHSC) at the Teesside University. We hope that you will find the Postgraduate Certificate (PgCert) Advanced Clinical Practice (Manipulative Therapy) programme a positive learning experience. This handbook includes specific information about the PgCert and should be used in conjunction with the University Student Handbook http://www.tees.ac.uk/studenthandbook/, and with the SOHSC Student Information Handbook http://sohsc.tees.ac.uk/sites/handbook/. These contain information on University-wide services and procedures including the Library, equal opportunities, grievance procedures and the assessment review process. In addition, to these sources of information you will receive detailed module information from the Module Guides that are provided for each of the modules you will study.

This programme has been designed to enable postgraduate clinicians, to develop high level clinical skills whilst studying at master’s level. We hope you will find the programme enjoyable, challenging, rewarding, and a positive learning experience.

Alison Ramsdale (Programme Leader)

Contacting Staff

In order to provide academic support to you and enhance your learning experience at Teesside University you are encouraged to contact module tutors or the Programme Leader when you require advice or support. The most effective way of contacting staff is through the email system. They will, whenever possible, respond to your email within 72 hours (please remember that part-time staff will only be accessing their email and phone messages on the days they are scheduled to work for the University).

Contacting Staff

The Programme Leader is Alison Ramsdale
Senior Lecturer in Physiotherapy
Room: HS2.16, Centuria South
Email: A.Ramsdale@tees.ac.uk
Telephone: 01642 738268

The Programme Leader named above should be able to answer most of your questions about your PgCert. Other sources of support are listed later in this handbook. For any questions related to specific modules you should contact the relevant Module Leader. You will also be allocated a Personal Tutor, who will normally be the Programme Leader.

Campus Map

The University is a large complex and you may be taught in several buildings. A campus map is also available on the University website:
www.tees.ac.uk/sections/about/travel.cfm.
2 OVERVIEW OF THE PROGRAMME

The programme is designed to develop advanced clinical skills and an awareness of the importance of evidence-based approaches in clinical practice. Intrinsic to the programme is the development of advanced clinical decision-making skills, the ability to work in an evidence-based way and the development of high levels of autonomy.

The programme is particularly relevant to the advancement of physiotherapists specialising in the diagnosis and treatment of neuromusculoskeletal disorders who are working in primary care. This will include Extended Scope Practitioners (ESPs), intending ESPs, clinical specialists and consultant therapists. The programme enables students to develop advanced clinical skills in neuromusculoskeletal practice. The emphasis on learning is the advancement of neuromusculoskeletal practice by the utilisation of techniques of manipulative therapy and advanced clinical reasoning.

The PgCert consists of three modules that are also available to students on other programmes, such as MSc Advanced Clinical Practice (Manipulative Therapy). This facilitates opportunities for you to mix with a number of students and share experiences (both academic and professional).

The modules on this programme are accredited by the Musculoskeletal Association of Chartered Physiotherapists (MACP) and therefore benchmarked against the International Standards of the International Federation of Orthopaedic Manipulative and Physical Therapy (IFOMPT). Membership of MACP (www.macpweb.org) can be gained via the MSc Advanced Clinical Practice (Manipulative Therapy). It is possible for you to transfer onto this pathway during, or following completion of your PgCert. Please discuss this with your Programme Leader if required.

2.1 Philosophy and Rationale of the Programme

“Orthopaedic Manual Therapy is a specialised area of physiotherapy / Physical Therapy for the management of NMS conditions, based on clinical reasoning, using highly specific treatment approaches including manual techniques and therapeutic exercises. Orthopaedic Manual Therapy also encompasses, and is driven by, the available scientific and clinical evidence and the biopsychosocial framework of each individual patient”.
- IFOMPT, 2013

The programme is designed to develop advanced clinical skills of evidence based approaches in practice. Themes across the programme include the development of advanced clinical decision making skills, the ability to develop research informed practice and the development of high levels of autonomy. The programme has been developed in response to local and national agendas regarding the increased role of primary care and the development of Practitioners with Special interests (PwSI). Practitioners are increasingly encouraged to develop advanced clinical skills and enhance their abilities as autonomous practitioners.
The aim of these developments is to improve service delivery in the following ways. Firstly, to provide more highly skilled primary care practitioners able to provide services traditionally delivered in hospital settings. Secondly, to improve patient experience through providing alternative care pathways and the opportunity to receive treatment at first point of contact i.e. in primary care. In some instances, professionals may also be involved in the long term care of patients with chronic conditions. This is designed to provide a more effective means of delivering holistic care for all users. Finally, this programme is also responsive to more recent guidelines. In order to meet the demand for advanced practitioners development and training needs must be in place. The programme will develop practitioners with expertise in diverse clinical specialties and will thus help to increase access to health care for patients with routine problems whilst reducing the burden on medical consultants, enabling the latter to focus upon those with more complex conditions.

References

International Federation of Orthopaedic Manipulative Physical Therapists (2013) Educational Standards in Orthopaedic manipulative Therapy

3 PROGRAMME AIMS AND OUTCOMES

3.1 The Overall Aims of the Programme

The overall aims of the programme are to:

- Further develop knowledge and skills to an advanced level in manipulative therapy practice.
- Develop autonomous advanced clinical decision-making skills and apply in the manipulative therapy practice setting.
- Develop the intellectual and professional independence associated with mastery.

3.2 Learning Outcomes

On successful completion of the programme you will be able to:

Knowledge and Understanding
- Demonstrate a systematic and critical understanding of the breadth and depth of knowledge necessary for advanced practice in neuromusculoskeletal manipulative therapy.
- Demonstrate a systematic and critical understanding of the breadth and depth of knowledge necessary for advanced practice in neuromusculoskeletal manipulative therapy of the upper quadrants.
- Demonstrate a systematic and critical understanding of the breadth and depth of knowledge necessary for advanced practice in neuromusculoskeletal manipulative therapy of the lower quadrants.
• Demonstrate accuracy of advanced assessment, diagnosis and management of neuromusculoskeletal conditions of the upper quadrants.
• Demonstrate accuracy of advanced assessment, diagnosis and management of neuromusculoskeletal conditions of the lower quadrants.
• Demonstrate a comprehensive and critical understanding of manipulative therapy concepts and techniques appropriate to neuromusculoskeletal practice.

Cognitive and Intellectual Skills
• Demonstrate advanced clinical decision making in assessment, diagnosis, evaluation, and management strategies for prevention and treatment of neuromusculoskeletal dysfunction.
• Integrate and synthesise diverse knowledge, evidence and concepts to promote understanding and sound clinical decision making in advanced neuromusculoskeletal assessment and rehabilitation.
• Demonstrate advanced problem-solving skills in complex and diverse clinical situations implementing advance clinical reasoning and reflective practice.
• Demonstrate a critical and comprehensive understanding of the evidence base and its application to the management of clients with neuromusculoskeletal dysfunction.
• Demonstrate advanced clinical decision making in assessment, diagnosis, evaluation, and management strategies for prevention and treatment of neuromusculoskeletal dysfunction of the upper quadrants.
• Demonstrate advanced clinical decision making in assessment, diagnosis, evaluation, and management strategies for prevention and treatment of neuromusculoskeletal dysfunction of the lower quadrants.
• Demonstrate a critical and comprehensive understanding of the evidence base and its application to the management of clients with neuromusculoskeletal dysfunction of the upper quadrants.
• Demonstrate a critical and comprehensive understanding of the evidence base and its application to the management of clients with neuromusculoskeletal dysfunction of the lower quadrants.

Practical/Professional Qualities and Skills
• Operate ethically in complex and unpredictable situations in manipulative neuromusculoskeletal practice.
• Demonstrate advanced clinical practice in the selection and implementation of interventions and critically evaluate outcomes.
• Act autonomously as an advanced practitioner in the field of neuromusculoskeletal manipulative therapy practice.
• Demonstrate a comprehensive and critical understanding of the issues governing effective manipulative therapy in neuromusculoskeletal practice in relation to the upper quadrant.
• Demonstrate a comprehensive and critical understanding of the issues governing effective manipulative therapy in neuromusculoskeletal practice in relation to the lower quadrant.
• Demonstrate advanced clinical practice in the selection and implementation of interventions and critically evaluate outcomes in relation to the upper quadrants.
• Demonstrate advanced clinical practice in the selection and implementation of interventions and critically evaluate outcomes in relation to the lower quadrants.

Transferable Skills
• Critically reflect on and maintain own Continuing Professional Development/personal development needs for neuromusculoskeletal manipulative therapy practice and professional requirements.
• Communicate complex clinical and professional issues relating to neuromusculoskeletal manipulative therapy practice to specialist and non-specialist audiences.
• Promote inter-professional understanding, collaboration and effective working relationships.
• Plan, manage and evaluate the acquisition of new knowledge.
• Apply high levels of autonomy and clinical decision making skills to individual practice.

4 STRUCTURE OF THE PROGRAMME

4.1 Delivery

This is an intensive programme designed for part-time study. Attendance is expected at all taught components of the three modules. Teaching for each module is delivered over six days, split into two blocks of three days. Concepts of Neuromusculoskeletal Manipulative Therapy must precede the two clinical management modules.

4.2 Structure of the PgCert Advanced Clinical Practice (Manipulative Therapy) Programme

<table>
<thead>
<tr>
<th>Modules</th>
<th>Terms 2 &amp; 3</th>
<th>Year Two: Term 1</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Neuromusculoskeletal Manipulative Physiotherapy (20 credits)</td>
<td>Clinical Management of Neuromusculoskeletal Dysfunction of the Upper Quadrant (20 credits)</td>
<td>Clinical Management of Neuromusculoskeletal Dysfunction of the Lower Quadrant (20 credits)</td>
<td>PgCert Manipulative Therapy</td>
</tr>
</tbody>
</table>
4.3 Designated Programme Modules

Concepts of Neuromusculoskeletal Manipulative Physiotherapy (PHY4008-N)
Module Leader: Alison Ramsdale, e-mail: A.Ramsdale@tees.ac.uk
This module aims to build upon your knowledge and skills, to a specialist level, in the management of neuromusculoskeletal dysfunction using manual and manipulative therapy. You will be introduced to different concepts of manipulative and manual therapy and underpinning theory. This will enable you to extend your knowledge and awareness of the mechanical, Neuropathologic and Biopsychosocial effects on each individual patient. This theory will form the basis on which you will develop your specialised and advanced clinical decision-making processes. Evaluation of relevant scientific and clinical evidence in support of a treatment rationale, and evidence-based practice, will be encouraged. You will develop a comprehensive knowledge of pain physiology and its clinical concepts, which are essential in planning, implementing and modifying approaches in the management of neuromusculoskeletal dysfunction. A variety of teaching and learning strategies will be incorporated into the module including lectures, practical sessions, and group tutorials, to enable you to acquire mastery in the knowledge, skills and application of manipulative therapy approaches in the clinical management of patients with neuromusculoskeletal dysfunction/disorders.

Clinical Management of Neuromusculoskeletal Dysfunction of the Upper Quadrant (PHY4009-N)
Module Leader: Alison Ramsdale, e-mail: A.Ramsdale@tees.ac.uk
This module aims to enable you to develop postgraduate skills in manipulative and manual therapy of the peripheral and spinal joints of the upper quadrant, including the cervical and thoracic spine, Tempromandibular Joint (TMJ), shoulder, elbow, wrist and hand, using an integrative practical approach with an emphasis on clinical reasoning. The module is designed to develop your skills in the assessment and treatment of Neuromusculoskeletal structures using manipulative therapy to a postgraduate and highly specialised level. You will extend applied theoretical concepts of anatomy, pathology and biomechanics specifically in relation to the upper quadrant. Theory will be integrated with practical teaching of advanced manual techniques and physiotherapeutic manipulations. This module is structured to work systematically through the upper quadrant encouraging you to build upon your knowledge and skills to a specialist level. Experiential learning, in practical workshop format, will facilitate you to incorporate your skills in clinical practice. Assessment for the academic credits will be through a practical examination and written patient case study.

Clinical Management of Neuromusculoskeletal Dysfunction of the Lower Quadrant (PHY4010-N)
Module Leader: Alison Ramsdale, e-mail: A.Ramsdale@tees.ac.uk
This module aims to develop student's postgraduate skills in manipulative and manual therapy approaches to the assessment and treatment of the
lower quadrant; including the lumbar spine, hip, sacro-iliac joint, knee, foot and ankle. Students will revisit and develop applied theoretical concepts of anatomy, physiology and pathology, integrated with the interventions of manipulation and manual therapy concentrating on the lower quadrant region of the body. This module is structured to work systematically through the complexity of the lumbar spine and the peripheral joints of the lower limbs. A multimodal manual therapy approach, including the concepts of adverse neurodynamics and an advanced approach to muscle imbalance of the lower limbs, will be explored through clinical reasoning and reflection on practice. An emphasis will be placed on developing practical manual therapy handling skills, promoting clinical reasoning skills to enhance problem-solving skills and developing powers of critical analysis in the field of evidence-based physiotherapy. A continuous, formative assessment scheme will be used, involving the use of self, peer and tutor assessed tasks and use of a professional reflective diary. Assessment for the academic credits will be through a practical examination and written patient case study.

4.4 Progression

On completion of your PgCert you may wish to consider undertaking further study to complete an MSc Advanced Clinical Practice (Manipulative Therapy). Should you wish to do this, your 60 credits from your PgCert can be transferred on to your MSc. Please discuss this with the Programme Leader.

5 LEARNING AND TEACHING STRATEGY

5.1 Preparing to Study

Specific learning materials have been developed to help you to engage effectively with the content, learning strategies and modes of assessment employed with this PgCert. These materials, which will be distributed during the induction day, aim to develop further your skills of academic writing and critical analysis aiding your transition to master’s level study.

5.2 Transition to Mastery

Your first specialist clinical module (Concepts of Neuromusculoskeletal Manipulative Therapy) will include guidance and a formative assessment which will look at your developing skills leading to transition to mastery.

5.3 Key Learning & Teaching Methods

This programme is offered on a part-time basis. The emphasis on learning is the advancement of clinical practice via utilisation of research and evidence to underpin advanced clinical handling skills. A model of student-centred teaching and learning will be used. A variety of teaching and learning methods are incorporated into the programme including keynote lectures, seminars, practical skills workshops, tutorials and group tasks linked to formative assessment. Students are encouraged to share reflection on
practice, to critically appraise the evidence base and theoretical constructs underpinning manipulative therapy in neuromusculoskeletal practice.

A formative assessment strategy incorporates elements of self, peer and tutor assessment. Student-led seminars and presentations are used in all modules to enhance self-directed learning, communication skills, deep learning and Continuing Professional Development (CPD). The programme modules engage students in examining, in detail, academic knowledge related to manipulative and manual therapy practice. The overall goal is for students to attain high levels of autonomy and clinical decision-making skills which they are able to apply to practice. Students are engaged throughout the programme in the development of high-level clinical decision-making skills through the production of written assignments, a critical review of the evidence base of manipulative therapy and patient case studies and in the communication of their ideas in a number of formats including seminars, practical clinical skills workshops, discussion, and presentations. The programme team includes academic staff, accredited facilitators of MACP and specialist external lecturers.

5.4 Information and Communication Technology (ICT) Skills

All modules are supported by the VLE (e-learning@tees) and electronic mail facilities. You will be required to engage with these facilities for resources, communication and discussion. Induction into the use of the VLE will be included as part of the induction prior to commencement of the first module. If you have difficulties with IT issues please contact the School IT helpdesk or Module or Programme Leader. Apart from accessing some course materials there are other online resources that are available from the University that you may be required to use. These include online databases, online journals and specific software packages. Guidance on using these will be given as part of the course.

The School of Health & Social Care has its own intranet accessible from http://sohsc.tees.ac.uk. Here you can find general information about studying at the University including all the relevant regulations and procedures:

- You can also get an ICT account that enables you to get access to online databases from computers outside the University network. It is also worth noting that if you want to exchange electronic materials with staff, that University staff use the Microsoft Office 2007 suite of software.
- Once you begin your studies at the University there are a range of support systems, which can help with all study skills, including ICT. For example, the Learning Hub is a dedicated facility offering individual one-to-one support and guidance. The Learning Hub is located on the ground floor of the Library. Guidance is offered to all students on developing their skills as independent learners and on related areas including maths and statistics. Drop-in workshops on topics such as referencing, finding information and writing essays are available throughout the year.
For distance students there is support via the link http://tees.libguides.com/distancelearnersuk?hs=a. There are also a range of support guides available called LibGuides http://tees.libguides.com/index.php and Succeed@Tees Workshops http://tees.libguides.com/workshops.

If you feel you need to further develop your study skills (including ICT), we would suggest that you refer to the following essential text, which contains a wide range of tasks and activities to support and guide you through your studies:


5.5 Student Feedback

The School of Health & Social Care relies on student feedback as a key method of assuring and enhancing the quality of its learning and teaching.

Your feedback is very important to us and we will invite you to give constructive feedback on your learning experiences both formally and informally at various points in your programme of study.

As students you will receive feedback in a variety of ways. Sometimes this will be informal, so may be verbal in class from academic staff and your peers, in discussion individually with academic staff, and in tutorials. Written feedback is also given following submission of formative work. This is designed to inform your future assessed work (the summative assignments). Written feedback is also given on summative assignments. This includes suggestions on how to enhance your future work.

You should view feedback in a positive and developmental way. Feedback should help you to develop and get the most from your programme to become the best practitioner possible. Equally we welcome your feedback to us. There are points in your programme when you will be asked to give both verbal and written feedback on modules and the programme.

If you have any concerns or feedback you wish to give the team outside these points please do so. Feedback from previous students and colleagues enables the programme team to keep enhancing your learning experience and resolve any difficulties you may be experiencing.

6 ASSESSMENT STRATEGY

The assessment strategy has been guided by the central purpose of the programme that is to develop advanced clinical skills in a specialist area and to facilitate evidence-based practice. The assessments for each module are described in table 6.1.
6.1 **Assessment Strategy Table**

The table below summarises the assessment requirements for this programme:

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY4008-N Concepts of Neuromusculoskeletal Manipulative Therapy</td>
<td><strong>Formative:</strong> 1,000-word formative essay to be submitted two weeks prior to the second teaching block. Student-led seminar-based presentation of preparation work for each module. Ongoing self, peer and tutor review of clinical skills.  &lt;br&gt; <strong>Summative:</strong> 2,000-word case study (Week 8) and linked 2,000-word critical review (Week 11)</td>
</tr>
<tr>
<td>PHY4009-N Clinical Management of Neuromusculoskeletal Dysfunction of the Upper Quadrant</td>
<td><strong>Formative:</strong> Student-led seminar based presentation of preparation work for each module. Ongoing self, peer and tutor review of clinical skills.  &lt;br&gt; <strong>Summative:</strong> 2,500-word case study. (Week 12) Practical examination. (normally Week 10)</td>
</tr>
<tr>
<td>PHY4010-N Clinical Management of Neuromusculoskeletal Dysfunction of the Lower Quadrant</td>
<td><strong>Formative:</strong> Student-led seminar-based presentation of preparation work for each module. Ongoing self, peer and tutor review of clinical skills.  &lt;br&gt; <strong>Summative:</strong> 2,500-word case study. (Week 12). Practical examination. (normally Week 10)</td>
</tr>
</tbody>
</table>

6.2 **Assessment Regulations**

This programme is assessed in accordance with the Standard University Regulations for postgraduate degree programmes with the exception that there is no provision for condonement. Therefore, you must pass all modules.
Detailed information on Assessment Regulations at the University can be found in the Student Essential Guide [https://sohsc.tees.ac.uk/sites/handbook/] and on the Student Intranet.

6.3 Additional Support

Reasonable adjustments will be made to assessment strategies on an individual basis if necessary, to ensure that any students with special educational needs are not disadvantaged. Any adjustments will ensure the equivalency of the assessment standard and that the necessary Learning Outcomes are assessed. If you need to discuss any of the assessment strategies then you should contact the relevant Module Leader. Additional support may be obtained from the School’s Disability Co-ordinator: Mary Van Loo, Senior Lecturer, M.Vanloo@tees.ac.uk.

6.4 Assessment Guidance

Detailed guidance regarding master’s level assessment criteria, referencing guidelines, presentation guidelines, academic writing guidelines, student support and other assessment information can be found in the SOHSC Student Handbook and on the Student Intranet. Additional information on module specific assessment criteria can be found in module specifications. Specific assessment information will be included within the Module Guides. Further guidance can be obtained from Module Leaders if required.

6.5 Assessment Feedback

You will normally receive feedback within a maximum of four weeks from the assignment submission/assessment date. In practice the timescale may be shorter than this. Feedback is placed on the School intranet and you will usually be informed by email of its presence. All marks are designated un-ratified until they have been considered by Examination Board. Decisions about re-assessments are taken at this board. You will be given a date for official release of results. At the time that results are released you will usually be advised of re-assessment opportunities if appropriate.

6.6 Assessment Deadlines

It is your responsibility to submit work for assessment as required. Please refer to the University assessment regulations in Section 6 of the Student Handbook and on the Student Intranet.

6.7 Re-submission

A re-submission opportunity can be offered for the summative written assignment in your first module (Concepts of Neuromusculoskeletal Manipulative Therapy). This means that if you receive un-ratified feedback that you have not met the assessment criteria, you will have the opportunity to do further work on that assessment straight away without waiting until the end of the academic year.
You will receive unratified feedback on the published results date and tutorial support will be provided to help you work on your re-submission. You will be given a further hand-in date which will be no less than four weeks following release of results. The re-submitted work will then be remarked and the mark awarded will be capped at 50.

If you choose not to resubmit you receive a refer grade on that component. As this is the only component of assessment for this module then you wait for the Assessment Board where you would normally be given an opportunity for re-assessment. A re-assessment differs from resubmission in that you will normally be given a new piece of work to do, rather than reworking the original one.

To summarise, your choice is to rework this assessment, based on the feedback provided whilst the content is still fresh and this will maximise your opportunity to improve your result and pass the module. Alternatively, you can wait until the end of the academic year when you will normally be given a totally new piece of work to do after a substantial time period has lapsed.

You will be able to discuss this with your Module Leader or Programme Leader, should the situation arise.

External Examining
Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An External Examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The External Examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the Assessment Boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The External Examiners’ reports are made available to student representatives and School representatives. You can also request the relevant External Examiner report for your course by e mailing QMEResponse@tees.ac.uk.

The main External Examiner for your programme is Fiona Gough and she works at Glasgow Caledonian University. Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Leader.
7 STUDENT SUPPORT & GUIDANCE

7.1 Personal Tutor

During the induction process you will be allocated a Personal Tutor, normally the Programme Leader. Your Personal Tutor will:

- Be your first point of contact.
- Provide you with academic and pastoral support, provide you with a referral to the Module Leader or central support services where appropriate.
- Track your progress through your programme.

7.2 Module Leader

Each module has a specified leader. The Module Leader is the person to approach about anything relating specifically to that module such as the completion of assignments. In addition the Module Leader will facilitate the development of the VLE https://eat.tees.ac.uk site for each individual module.

7.3 Programme Leader

The Programme Leader has overall responsibility for your progression. Any changes in your proposed programme of study should be negotiated with the Programme Leader.

In addition, there are other University staff with specific roles, namely:

Iain Baird  
The Library link

Mary Van Loo  
School’s Disability Co-ordinator
M.Vanloo@tees.ac.uk

7.4 University Welcome and Student Charter

Information regarding the University Welcome and Student Charter can be found on the University Website (www.tees.ac.uk). This includes details regarding equal opportunities, guidance to procedures and regulations, and information about the Library and Information Services.

7.5 Student Responsibilities

Full details of your responsibilities as a student are given in Appendix of the School Handbook. These include:

- Engaging actively in the learning process.
- Taking responsibility for your own learning.
- Communicating regularly with the relevant Module Leader/Teacher.
- Communicating regularly with the relevant Programme Leader.
- Effective self-management of your studies.
7.6 **Student Support Officer**

The Student Support Officer is Sam Evans and she can be contacted on Sam.Evans@tees.ac.uk

7.7 **Progress File**

As you progress through the programme, it is expected that you will reflect upon and evaluate your individual learning and current practice, in the light of developing your expertise and mastery. It is expected that the Progress File will be closely linked to your CPD Portfolio, in accordance with your regulatory or professional body requirements.

Having the opportunity to critically reflect should benefit you by:

- Making clear links between different parts of programme and providing a clear overview of your studies.
- Helping you to reflect critically.
- Enabling you to become more independent.
- Encouraging you to be more pro-active in your academic study and career planning.

Throughout the programme, you can take the opportunity to work with your Programme Leader to build up a portfolio of material based on work completed as part of both formative and summative assessment of modules. This will also include the setting of targets, further identification of strengths and weaknesses, and a forward strategy. You will be responsible for collating and maintaining such work in the form of a Progress File.

8 **PROGRAMME EVALUATION**

The programme team are very interested to receive feedback on students’ experiences of the programme so that adjustments and enhancements can be made. Communication with the team will be ongoing throughout each module and evaluative comments will be welcome but there will also be a formal evaluation at the end of each Specific Module. There will also be a formal end of programme evaluation.

9 **STUDENT AND PROGRAMME TEAM FEEDBACK**

The School of Health & Social Care relies on student feedback as a key method of assuring and enhancing the quality of its learning and teaching. You will be given the opportunity to comment on your modules, placements experiences and programme stages at points that are appropriate to your programme of study.

Your feedback is a very important to us and we will invite you to give constructive feedback on your learning experience both formally and informally at various points
in your programme of study, for example by evaluating your University or placement teaching.

10 HEALTH AND SAFETY

As part of your programme you will be expected to take part in some practical-based sessions and some classroom experiential activities which will develop your professional knowledge and understanding. As these sessions are an important component of your learning you will be expected to consent and to fully participate in these sessions. Appendix 1 contains a copy of the Practical Class Consent proforma. You will be expected to complete this form and submit it to the relevant module team prior to participating in these activities.

Everyone is here to help you successfully complete your programme.

If in doubt, please ask!

I hope you enjoy your time studying with us.

Alison Ramsdale
Pathway Leader PgCert Advanced Clinical Practice (Manipulative Therapy)
STUDENT DECLARATION FORM
(For students undertaking a post-registration/post-graduate programme/award)

Please complete the below in full

<table>
<thead>
<tr>
<th>Student name (please print)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td></td>
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<tr>
<td>Undergraduate / Postgraduate (delete as appropriate)</td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td></td>
</tr>
</tbody>
</table>

As a student I am aware that there are certain procedures and policies I must adhere to:

Please read this form carefully and complete the required information.

This information will be treated as confidential and will be in accordance with the University Data Protection Act Policy.

1. Confidentiality and Informed Consent
   I have read and understood the School Guidelines for Consent & Confidentiality and understand the importance of maintaining confidentiality and gaining informed consent. I also understand the consequences of failing to do so. In addition, I am aware that the recording of lectures/discussions may not be permitted, to protect student confidentiality.

   Signature ............................................................ Date ....................................................

2. Consent for Practical and Classroom Experiential Activities
   As part of your programme you may be expected to take part in some practical based sessions and some classroom experiential activities, which will develop your professional knowledge and understanding. As these sessions are an important component of your learning you will normally be expected to fully participate in these sessions. You may also have practical assessments where you demonstrate your professional and practical skills.
These assessments may be recorded to ensure that they are available for external scrutiny. During these assessments you may also be expected to act as a model for your peers.

1. **I confirm that;**
   a. I am willing to participate in activities as a volunteer subject.
   b. I will behave in a professional manner in accordance with the relevant discipline specific Professional Code of Conduct throughout any activity.
   c. I will act in accordance to the instructions given to me by the academic staff.
   d. I will inform academic staff of concerns that I have about a particular session.
   e. I will terminate any tests or activities if academic staff feel it is advisable to do so.

2. **I understand that;**
   a. Academic staff will explain the nature and purpose of the activity and will inform me of any potential risk to my health as a result of my participation.
   b. I am free to withdraw from an activity at any time after discussion with academic staff.
   c. It will be my responsibility to report any adverse reactions and to act upon advice given.
   d. Academic staff could advise me to see my general practitioner or occupational health as a result of any concerns that an activity could identify.
   e. I have a responsibility to seek medical advice if advised to do so.
   f. In order to ensure my well-being it is in my interest to discuss in confidence with my personal tutor or Programme/Pathway Leader any health issues or prior experiences which may impact upon my ability to participate in an activity.
   g. It is my responsibility to inform academic staff of any personal physical or psychological issues which may mean that it is unsafe for me to participate in an activity.
   h. Academic staff may relate any issues of concern in confidence to the Programme/Pathway Leader.
   i. Practical assessments may be recorded and made available to other academic staff and external examiners to ensure rigour in the assessment process

Signature .............................................. Date ..............................................

The following declaration is to be completed by students who are registered practitioners, i.e. registered with a Professional Statutory Regulatory Body (e.g. NMC, HCPC, GDC, GMC)

3. **Fitness to Practise**
   Post-registration students only

As a post-registration student you are expected to abide by the relevant professional code of conduct and professional standards as described by your Professional/Statutory/Regulatory Bodies (e.g. NMC, HCPC, GDC) for the duration of your studies. Although the School Fitness to Practise Regulations do not apply to post-registration students if there is a concern regarding your behaviour the School will report the concerns to your professional body and/or employer.
I am fully aware that failure to comply with the relevant professional code/standards during my studies may result in my behaviour being reported to the relevant professional body and/or my employer.

Signature ................................. Date ..........................