AECC University College
Transforming lives through Health Sciences

MSc Musculoskeletal Paediatric Health Course Specification

Version 1.0

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Record of Modifications

Description of Modification	Date approved	Cohort(s) to which modification applies

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Courses, major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. It is, however, expected that courses change over time, for example as a result of changes to professional accreditation requirements, in response to feedback from academic staff and students, and through annual review processes. Any such changes will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Awarding Institution	AECC University College
Teaching Institution	AECC University College
Final award, title and credits	**MSc Musculoskeletal Paediatric Health** 180 Level 7 CATS 60 Level 7 ECTS
Course Code(s)	
Interim exit awards, titles and credits	**PG Certificate Musculoskeletal Paediatric Health** 60 Level 7 CATS 30 Level 7 ECTS **PG Diploma Musculoskeletal Paediatric Health** 120 Level 7 CATS 60 Level 7 ECTS
FHEQ level of final award	Level 7
Mode of study	Part -time/Distance
Accreditation details	
Standard length of course	2 years
Minimum and maximum periods of study	Minimum 2 years, maximum 5 years
Language of delivery	English
Place of delivery	Distance Based Course
UCAS code (where applicable)	
HECOS Code(s) per course/pathway	101325
Date Course initially validated	September 2021
Date of first intake	September 2021
Version number of this Course Specification	1.0
Date this version approved/intake to which this applies	Applies to intake from September 2021
Author	Michelle Holmes

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the Latest Policies webpage. These regulations include the general entry requirements and specific requirements regarding English language.
The detailed entry requirements for the course may be found from the relevant course page on the University College website.

This course is aimed at registered practitioners who wish to develop their knowledge and skills further regarding musculoskeletal paediatric health. Applicants will be required to have a recognised degree or professional qualification in a relevant healthcare subject and a minimum of two years relevant post-registration clinical experience. Examples of relevant professions include: chiropractic, physiotherapy, osteopathy, midwifery, occupational therapy, nursing or medicine. Students must be registered with their respective professional regulatory body, e.g. Health and Care Professions Council (HCPC), General Medicine Council (GMC), Nursing and Midwifery Council (NMC), General Chiropractic Council (GCC), or equivalent outside of the UK and have practice insurance. The minimum entry requirement is a 2:2 degree in an appropriate subject area, as standard per the AECC University College's admissions policy.

Recognition of Prior Learning (RPL)
AECC University College has a Recognition of Prior Learning Policy which can be found from the Latest Policies webpage
AECC University College will consider through this policy, qualifications for admission with advanced standing and for exemption from elements of the taught course.

2. Aims of the course

The aims of the course are developed to be aligned with professional practice, and adopt an approach that develops knowledge and understanding of paediatric musculoskeletal health, encouraging students to integrate theory and practice in the assessment, treatment, and management of paediatric musculoskeletal conditions. Overall, students' professional skills are developed throughout the course, with a focus on developing their ability to think critically, apply principles of evidence-based practice, and demonstrate reflective practice to critically evaluate their own learning and practice.

The aims of the course are to help students to:

- Develop knowledge and understanding of musculoskeletal health and conditions in the paediatric population, including the assessment, treatment, and management of paediatric musculoskeletal conditions, as well as the principles underpinning clinical practice.
- Demonstrate critical thinking, including the ability to identify, appraise, interpret, synthesise and apply theory, research, and clinical knowledge to their scope of practice.
- Enable students to critically evaluate their professional practice, through reflection and critical thinking, and identifying learning needs to improve their professional practice.
- Reflect on advanced practical skills necessary for the assessment and management of paediatric musculoskeletal conditions.
- Expand their knowledge base through systematic scientific enquiry, undertaking data collection, data analysis, and presenting research findings.
- Reflect on their ability to tackle and solve complex issues, through effective use of information and communication, as an independent and autonomous practitioner.

3. Intended Learning Outcomes

The learning outcomes of the course are focussed on developing and advancing the professional practice through critical thinking, application of theory and practical skills, and reflective practice. The learning outcomes at Level 7 reflect students' ability to use and apply knowledge and skills to

3. Intended Learning Outcomes

solve problems, informed by a range of evidence, within their scope of practice. This is split into: subject knowledge and understanding, intellectual skills, practical skills, and transferrable skills.

Subject Knowledge and Understanding

Having successfully completed this course students will be able to demonstrate comprehensive knowledge and understanding of:

A1 Current insights into musculoskeletal health and conditions in the paediatric population.

A2 The principles that underpin clinical practice, including epidemiology, patient-centred care, evidence-based practice, decision-making processes, patient assessment, and professional values.

A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to their own scope of practice.

A4 The different methods of research, data collection & analysis available to clinical researchers and the ways in which the outcomes of research are transferred to practice.

Intellectual Skills

Having successfully completed this course students will be able to:

B1 Demonstrate originality in the application of the current knowledge base and mastery of assessment, treatment, and management of paediatric musculoskeletal conditions, according to established principles and best evidence.

B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.

B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.

B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.

Practical Skills

Having successfully completed this course students will be able to:

C1 Critically reflect on the advanced practical skills necessary for the assessment of paediatric musculoskeletal conditions with their scope of practice.

C2 Critically reflect on the advanced practical skills necessary for the management and interventions of paediatric musculoskeletal conditions within their scope of practice.

C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.

C4 Demonstrate self-direction and originality in systematic scientific enquiry and skills to undertake data collection, data analysis, presentation of research findings.

Transferable skills

Having successfully completed this course students will be able to:

D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and patient-centred practice, and learning ability for continuing professional development.

D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.

D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.

D4 Effectively advance knowledge and understanding, using appropriate research methods to design, carry out and write-up primary scientific research.

Course Structure

4. Outline of course content

The course is designed over two academic years. It allows students to advance their knowledge, attitudes and skills in paediatric development, paediatric examination, paediatric interventions, paediatric management. The proposed course was developed to align with the 11 domains of key areas of practice published by the RCPCH (Royal College of Paediatric and Child Health), the core competencies of paediatric physiotherapist courses, and the core capabilities of the primary contact musculoskeletal practitioner.

Within the first year, students complete 2 core paediatric units, evidence-based practice, and a research methods unit. Within the second year, students complete a 2 further core paediatric units, an optional unit, and their Dissertation.

Content for the course will include:

- Evidence-based practice
- Finding, critiquing and synthesising evidence
- Paediatric anatomy, physiology and biomechanics
- Typical and atypical paediatric development
- Developmental screening tools
- General, musculoskeletal and neurological assessment
- History taking and physical examination
- Diagnosis
- Instigating and interpreting outcome measures, standardised and investigative tests
- Manual therapies, rehabilitative interventions, prevention and lifestyle interventions
- Self-management and behaviour change
- Pharmacotherapy, injection therapy, and surgical interventions
- Patient-centred care and family-centred care
- Ethics, law, safeguarding
- Professional values and behaviours
- Data collection for research
- Data analysis for research

5. Placements, work-based learning or other special features of the course

Students may choose to attend the AECC University College Clinic to observe and work with qualified health professionals who are responsible for the care of paediatric patients to increase their experiential learning and paediatric case load. This will be arranged independently of the course unit delivery. It will be organised on the request of the student and in agreement with the course leader with the intent to support clinical development within the subject. Students who wish to do this will be charged an additional fee of £75 per session and must agree to follow all relevant policies and procedures whilst on campus. Students are expected to be covered by their own professional indemnity insurance during their on-site experiences and in practice. Students will have to bear the travel and living costs when visiting campus.

6. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as Appendix 1.

The **learning outcomes mapping document** at Appendix 2 shows the relationship between ILOs for units and the overarching ILOs of the course.

Learning, Teaching and Assessment

7. Learning and teaching strategies and methods

This course is developed to be aligned with professional practice, and adopt an approach of integrated learning, teaching, and assessment that is not only developing independent learning, but

7. Learning and teaching strategies and methods

encouraging students to integrate theory and practice. The approach to learning and teaching within the course emphasises: the diversity of leaners, autonomy of learning, life-long learning, and a dynamic learning experience. Overall, students' professional skills are developed throughout the course, with both theoretical and practical content and activities. In addition, students' transferable skills are developed, with the ability to communicate skills, think critically and analytically, manage their learning, and use evidence and information to support learning and practice.

As a distance learning course, learning and teaching will be a mixture of synchronous (in real time) and asynchronous (with a time delay) delivery. Asynchronous contents may include the delivery of the cognitive knowledge base through online lectures, online seminars, online quizzes, online activities and online discussion forums to help students analyse and evaluate information. These contents will be accessible via the online learning platform. Synchronous contents may vary between units and topics, but may consist of: live lecture, discussion of asynchronous content, quizzes or polls, collaborative work, peer-led discussions, question-and-answer session, opportunity for feedback.

At the start of the course, students will have an induction, this sets out the course, units, timing, assessment strategy, and expectations of students. Students will also be offered specific support on the institution's Virtual Learning Environment – Moodle, library system, and student services. Throughout the course, students will receive support from the unit leads, who will set out the expectations from each unit, they will also be assigned a personal tutor who can assist with pastoral and academic questions, the framework lead will also be available to students who need further help.

8. Assessment strategies and methods

The conceptual framework underpinning this course is aligned with professional practice, allowing students to use the existing theory and/or knowledge provided in the curriculum, apply this theory in their practice and reframe it, through reflective practice and critical thinking, as part of their learning practice. The assessment strategies and methods used throughout this course have been chosen to reflect those most to assess the knowledge, understanding or skill of practising healthcare professionals with the most valid and reliable assessment types. The strategies reflect the development of scientific, clinical knowledge, and research skills.

A variety of formative and summative assessments will be used throughout to help guide students' development and self-reflection as a healthcare professional. Formative assessment and feedback on the content base may be provided through online quizzes, online activities, self-assessment and through participation of online forums. An intermediate formative assessment may include tutor feedback, peer feedback and/or self-assessment on completion of the assessment during the online group tutorials.

The assessment methods used on this course may include individual coursework and portfolios. Within the paediatric specific units (*Paediatric Development, Paediatric Musculoskeletal Examination and Diagnosis, Paediatric Musculoskeletal Interventions, Paediatric Musculoskeletal Management*) students will complete a variety of assessment methods, providing evidence of competency, including evaluating the learning outcomes during patient care within their scope of practice. This may include: coursework, presentations, videos, and portfolios. The other units (*Research Methods, Dissertation, Professional Development, Evidence-based Practice, Leadership and Interprofessional Working*) have a variety of coursework formats, including: evidence-based case reports, critical reviews, reflective essays, and research outputs – protocols and a journal article.

9. Learning hours

AECC University College courses are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, but half-units are permitted. The 20 credit units are the equivalent of 200 student study

9. Learning hours

hours, including lectures, seminars, assessment and independent study. The 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

This course will run across two academic years. There is also the option for potential students to register for individual units rather than for the whole course or when enrolled set their aim to achieve a Postgraduate certificate or Postgraduate diploma.

For those enrolled on the full MSc, they will complete 80 credits in the first year, and 100 credits in the second year. This is made up of six 20 credit units, and one 40 credit Dissertation. The content of each 20 credit unit will be delivered over 6 weeks of term time. For each unit, students will have 9 hours of scheduled synchronous sessions (1.5 hours per week), with 6 hours a week of asynchronous activity (which may include directed reading, recorded lectures, videos, and working through specific material on the virtual learning environment in preparation for in-class discussions). Once the delivery of the unit is concluded, students will have an additional three weeks before submission of assessments. Students will also have tutor support via an online forum during this time.

10. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

External lecturers may be used to deliver specific topics in the curriculum. Where this is the case their background and expertise will always be appropriate to the topics delivered.

11. Progression and assessment regulations

The regulations for this course are the University College's Standard Assessment Regulations which may be found from the Latest Policies webpage. The course has a minimum two-year study period requirement.

12. Additional costs

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged. Information about additional costs applying to students on this course can be found in the document **Important information to take into account when choosing your course** available from the Latest Policies webpage

Students will be expected to have an electronic device on which they can access the course materials and attend distance-based classes. They will need a secure internet connection with enough bandwidth to stream videos and online content. They will also need a device capable of video calls (webcam and microphone) to engage with smaller group work. Students wish to purchase their own copies of some recommended textbooks. Books are estimated to cost between £50 and £200. There are no direct printing costs, but some students may prefer to print out materials. Students may have to bear the costs of accessing articles not already accessible through our learning services, all access to articles held by our learning services is included in the yearly fee.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole

13. Methods for evaluating the quality of learning and teaching

- Seeking nomination as a Student Union representative or engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/ review
- Taking part in course consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually where courses are part-time or distance-based).

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- External Quality Assurance Reviews and annual monitoring.

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. Reference points including QAA Benchmark statements

This course is referenced to:

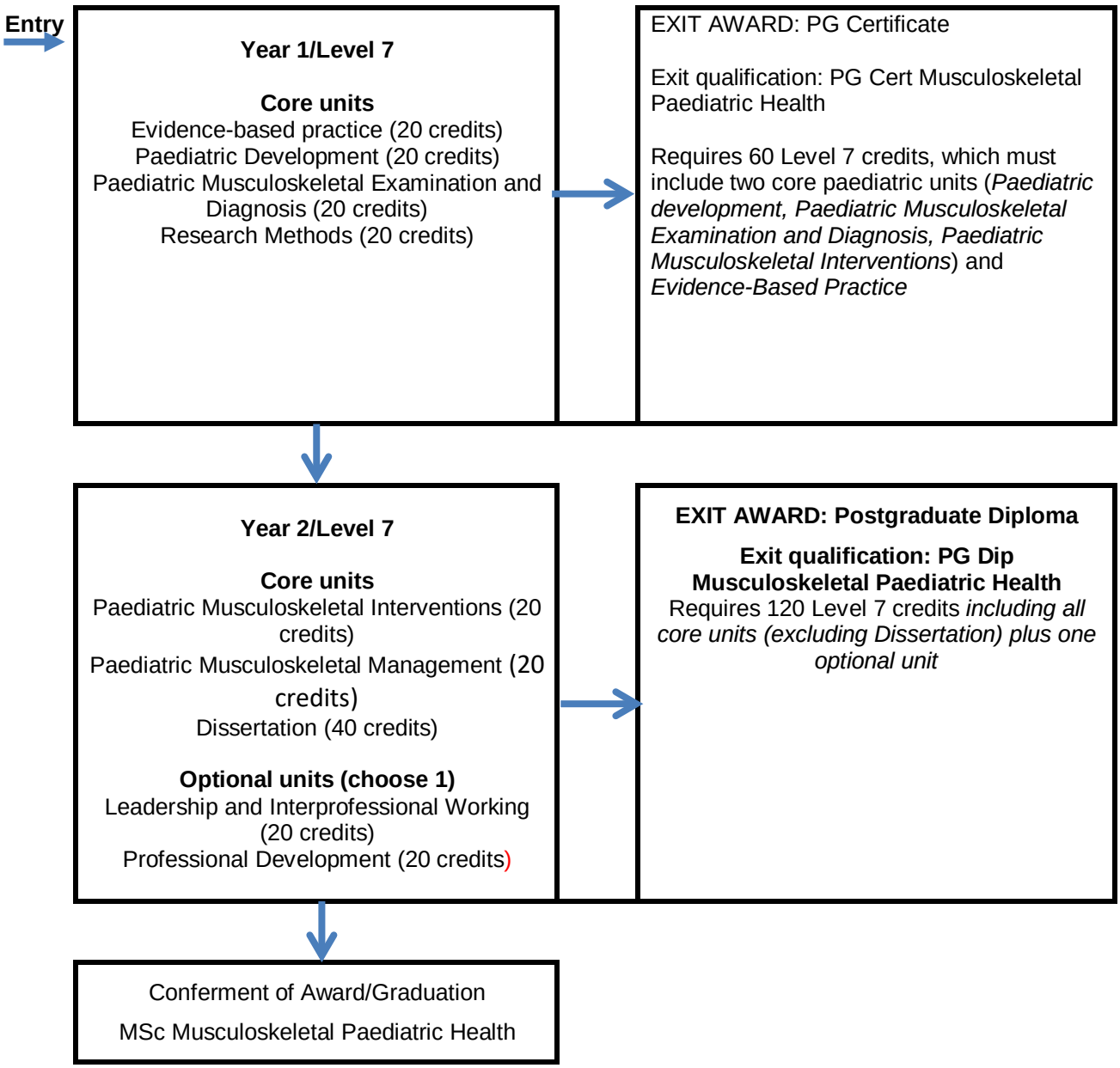
- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)
- QAA Characteristics Statement: Master's Degree (February 2020)

The proposed course was also developed to align with the 11 domains of key areas of practice published by the RCPCH (Royal College of Paediatric and Child Health) the core competencies of paediatric physiotherapist courses, and the core capabilities of the primary contact MSK practitioner. Compared to these existing curricula, the proposed course focuses in the MSK field only and the conservative management of MSK conditions.

16. Regulatory & policy framework

The course conforms fully with the University College's Academic Regulations and Policies for Taught Courses.

Appendix 1: Course Diagram MSc Musculoskeletal Paediatric Health



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Intended Learning Outcomes).

MSc Musculoskeletal Paediatric Health

	Subject Knowledge and Understanding				Intellectual Skills				Practical Skills				Transferable Skills			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
MPH701 - Paediatric Development	*	*	*		*		*	*	*					*	*	
MPH702 - Paediatric Musculoskeletal Examination and Diagnosis	*	*	*		*	*	*	*	*		*		*	*	*	
MPH703 - Paediatric Musculoskeletal Interventions	*	*	*	*	*		*	*		*	*		*	*	*	
MPH704 - Paediatric Musculoskeletal Management	*	*	*		*	*	*	*		*	*		*	*	*	
PGT711 - Research Methods				*			*	*				*		*	*	*
PGT712 - Dissertation				*			*	*				*		*	*	*
PGT713 - Evidence-based Practice		*	*	*		*	*	*			*		*	*	*	
PGT714 - Leadership and Interprofessional Working*		*	*			*	*	*			*		*	*	*	
PGT715 - Professional Development*		*	*			*	*	*			*		*	*	*	

**Students will complete one optional units*

PG Diploma Musculoskeletal Paediatric Health

	Subject Knowledge and Understanding				Intellectual Skills				Practical Skills				Transferable Skills			
	A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
MPH701 - Paediatric Development	*	*	*		*		*	*	*					*	*	
MPH702 - Paediatric Musculoskeletal Examination and Diagnosis	*	*	*		*	*	*	*	*		*		*	*	*	
MPH703 - Paediatric Musculoskeletal Interventions	*	*	*	*	*		*	*		*	*		*	*	*	
MPH704 - Paediatric Musculoskeletal Management	*	*	*		*	*	*	*		*	*		*	*	*	
PGT711 - Research Methods				*			*	*				*		*	*	*
PGT713 - Evidence-based Practice		*	*	*		*	*	*			*		*	*	*	
PGT714 - Leadership and Interprofessional Working*		*	*			*	*	*			*		*	*	*	
PGT715 - Professional Development*		*	*			*	*	*			*		*	*	*	

**Students will complete one optional units*

PG Certificate Musculoskeletal Paediatric Health

	Subject Knowledge and Understanding				Intellectual Skills				Practical Skills				Transferable Skills			
	A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
MPH701 - Paediatric Development*	*	*	*		*		*	*	*					*	*	
MPH702 - Paediatric Musculoskeletal Examination and Diagnosis*	*	*	*		*	*	*	*	*		*		*	*	*	
MPH703 - Paediatric Musculoskeletal Interventions*	*	*	*	*	*		*	*		*	*		*	*	*	
MPH704 - Paediatric Musculoskeletal Management*	*	*	*		*	*	*	*		*	*		*	*	*	
PGT713 - Evidence-based Practice		*	*	*		*	*	*			*		*	*	*	

**Students will complete two out of the four units*

Course summary

Unit details			Core/ Option	Pre/ co requisite units	No of credits (level in brackets)	Assessment Element Weightings (%)		Estimated learning hours		
Number	**Title**	**Version no.**				**Assess 1**	**Assess 2**	**Scheduled contact**	**Directed non-contact**	**Self-directed**
MPH701	Paediatric Development	1	Core		20 (7)	60%	40%	9	41	150
MPH702	Paediatric Musculoskeletal Examination and Diagnosis	1	Core		20 (7)	40%	60%	9	41	150
MPH703	Paediatric Musculoskeletal Interventions	1	Core		20 (7)	60%	40%	9	41	150
MPH704	Paediatric Musculoskeletal Management	1	Core		20 (7)	100%		9	41	150
PGT711	Research Methods	1	Core		20 (7)	40%	60%	9	41	150
PGT712	Dissertation	1	Core	PGT711	40 (7)	100%		6	44	350
PGT713	Evidence-based Practice	1	Core		20 (7)	100%		9	41	150
PGT714	Leadership and Interprofessional Working	1	Option		20 (7)	100%		9	41	150
PGT715	Professional Development	1	Option		20 (7)	100%		9	41	150

Exit qualification:

MSc Musculoskeletal Paediatric Health *[Requires 180 credits at Level 7 and successful completion of six core units and two optional units].*

PG Dip Musculoskeletal Paediatric Health [*Requires 120 Level 7 credits including all core units (excluding Dissertation) plus one optional unit]*

Exit qualification: PG Cert Musculoskeletal Paediatric Health *[Requires 60 Level 7 credits which must include two of the four core paediatric units (Paediatric development, Paediatric Musculoskeletal Examination and Diagnosis, Paediatric Musculoskeletal Interventions, and Paediatric Musculoskeletal Management) and Evidence-Based Practice].*