The University Of Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

1	**Programme Title**	Human Anatomy with Education
2	**Programme Code**	BMST34
3	**JACS Code**	B110, X100
4	**Level of Study**	Postgraduate
5a	**Final Qualification**	MSc
5b	**QAA FHEQ Level**	7
6a	**Intermediate Qualification(s)**	PgDip; PgCert
6b	**QAA FHEQ Level**	7
7	**Teaching Institution** (if not Sheffield)	Not applicable
8	**Faculty**	Science
9	**Department**	Biomedical Science
10	**Other Departments providing credit bearing modules for the programme**	LeTS
11	**Mode(s) of Attendance**	Full-time or Part-time
12	**Duration of the Programme**	1 year or 2 years
13	**Accrediting Professional or Statutory Body**	Not applicable
14	**Date of production/revision**	7 December 2016

15. Background to the programme and subject area

At The University of Sheffield (TUOS), Human Anatomy is taught on a number of degree courses across a wide range of disciplines including Bioengineering, Dentistry, Biomedical Science, Archaeology and Medicine. TUOS is one of the few remaining universities in the UK to afford students the opportunity to learn Human Anatomy through cadaveric dissection. Anatomy has been successfully taught in this manner at Sheffield for over 100 years and alumni of the courses have gone to hold high ranking positions in the fields of Medicine, Biomedical Science and Forensic Science. Sheffield has a well-equipped and resourced Medical Teaching Unit for anatomical examination as well as experienced staff who are recognised as experts in their discipline.

A significant decrease in the number of institutions offering students the opportunity to participate in cadaveric dissection has led to a national and international reduction in those qualified to teach gross Human Anatomy. Our MSc. programme offers practical and theoretical training in both topographical Human Anatomy and the pedagogy associated with teaching the discipline. Participants will develop an in-depth knowledge of the human body through comprehensive cadaveric dissection whilst also training to become accredited Anatomy Teachers. Those on the course will be afforded the opportunity to develop their practice by teaching undergraduate Anatomy students whilst also cementing their anatomical and pedagogic knowledge through a research project related to their area of interest. On completion of the course students will be able to apply for the status of Fellow of the Higher Education Academy, the professional accreditation required of education practitioners in Higher Education in the UK.

16. Programme aims

For all its taught postgraduate programmes the Department aims to:

(1) Develop in students an independence of thought, intellectual curiosity and critical approach to evidence, theories and concepts.

(2) Encourage students to maximise their academic potential in all aspects of their programme.

(3) Encourage an understanding of, and commitment to, life-long learning.

(4) Provide stimulating and enjoyable teaching that is informed and invigorated by the research and

scholarship of its staff.

(5) Develop an appreciation of ethical issues and public awareness of these issues.

(6) Provide a supportive environment for students and access to specialist central services as required.

The specific aims for the MSc. in Human Anatomy with Education are to provide students with an opportunity to:

(1) Obtain a detailed knowledge base of topographical Human Anatomy.

(2) Develop the practical skills associated with cadaveric dissection.

(3) Gain an in depth understanding of pedagogy and reflective practice in Higher Education.

(4) Acquire practical teaching experience in Higher Education.

(5) Conduct an individual research project within Human Anatomy/Education.

(6) Prepare students for further postgraduate work and/or a professional career in Human Anatomy and/or education and related areas.

17. Programme learning outcomes

Students completing the MSc. will have developed:

Knowledge and understanding:

K1	A working knowledge of anatomical terminology and language.
K2	In-depth knowledge and understanding of topographical Human Anatomy.
K3	Detailed knowledge and critical understanding of pedagogy in Higher Education.
K4	Sound understanding of both educational and scientific research methods.
K5	Appreciation of the HEA UK Professional Standards Framework (UKPF).

Skills and other attributes:	
S1	Take responsibility for their learning.
S2	Demonstrate the ability to plan and manage own time effectively.
S3	Demonstrate independent thinking.
S4	Synthesise theory, research, policy and practice to develop a clear and robust argument.
S5	Design and carry out research that contributes to the learning and teaching of the department.
S6	Dissect cadaveric material in a safe and competent manner.
S7	Teach Human Anatomy to a high standard.
S8	Design curricula, assessment and learning resources.
S9	Critically reflect upon and improve their personal teaching practice in the context of relevant theory, research and policy.
S10	Meet criteria to apply for Fellowship of the Higher Education Academy.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

There has been a reduction in the number of Universities nationally and internationally offering training in Human Anatomy which has led to a shortfall in those qualified to work in the fields associated with the discipline. TUOS is one of the few institutions with staff that have nationally recognised expertise in both topographical Anatomy and pedagogy in HE. As a consequence, TUOS can offer a MSc. programme with the opportunity not only for the students to develop an in-depth understanding of Anatomy through cadaveric dissection but also extensive training to become accredited Anatomy Teachers.

The Anatomy teaching staff at TUOS come from a wide range of career backgrounds and work collaboratively to create innovative multidisciplinary modules. The diverse skill set of staff involved in the course means that students benefit from being taught by academics with a wide range of expertise that does not usually exist in

one Anatomy department. The student experience is enhanced further by strong partnerships between the University and local organisations such as the Police and Forensic Science Service.

The teaching on this programme is student focused and research-led. Participants are encouraged to take responsibility for their own professional development, learning to analyse their own subject knowledge, reflect upon their teaching and consider the implications for improvement. To facilitate this, much of the course is taught through small group tutorials, one-to-one supervision and peer observation. Students are regularly provided with formative and summative feedback to promote self-reflection and progression through the course.

Students gain anatomical knowledge, laboratory and teaching skills through exposure to innovative and effective teaching and learning practice in their MSc. classes. Participants are encouraged to reflect upon the methodologies and the resources used to teach them to determine how these can be implemented in their own teaching practice. Learning throughout the course is supported by a significant number of on-line learning resources such as a MOOC, podcasts, screencasts, videos and MCQs.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Learning outcomes are closely matched to both to feedback and assessment. Formative assessment occurs at several stages throughout the course via meetings with supervisors, coursework and on-line materials in MOLE (the university's Virtual Learning Environment). The students' anatomical knowledge is assessed both through direct assessment and also through assessment of their teaching of undergraduate students. Assessment of a students' understanding of pedagogy and aptitude as an educational practitioner is assessed via a number of teaching portfolios, their individual dissertation, and observation of their teaching by their supervisor and peer assessment by both their cohort and the undergraduate students they teach.

The linkage between the main teaching, learning and assessment methods adopted for each learning outcome are tabulated on the following page.

	Teaching and Learning						**Assessment methods**				
LEARNING OUTCOME abbreviated – (see Section 17 for full text)	Seminars	Tutorials	Laboratory classes	On-line resources	Individual dissertation	Practical examinations	Teaching portfolio	Coursework	Observation of teaching	Individual dissertation	Self / peer assessment
K1	√	√	√	√	√	√	√	√	√	√	√
K2	√	√	√	√	√	√	√	√	√	√	√
K3	√	√	√		√		√	√	√	√	√
K4	√	√	√	√	√	√	√	√		√	√
K5	√	√		√	√		√	√		√	√
S1	√	√	√	√	√	√	√	√	√	√	√
S2	√	√	√	√	√	√	√	√	√	√	√
S3	√	√	√	√	√	√	√	√	√	√	√
S4	√	√	√	√	√	√	√	√	√	√	√
S5	√	√		√	√		√	√	√	√	√
S6		√	√	√		√			√		√
S7	√	√	√	√	√		√		√	√	√
S8	√	√	√	√	√		√	√	√	√	√
S9	√	√		√	√		√		√	√	√
S10	√	√		√	√		√		√	√	√

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

(1) Higher Education Academy UK Professional Standards Framework.
(2) QAA Framework.
(3) The University Learning and Teaching Strategy.
(4) Department of Biomedical Science Learning and Teaching Strategy.
(5) Liaison with members of National Anatomical Society Education Committee.

20. Programme structure and regulations

Please refer to regulations for full and part-time programme.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at http://www.sheffield.ac.uk/calendar/.

21. Student development over the course of study

In the early weeks of the course students are introduced to key elements of anatomical knowledge alongside pedagogy and reflective practice. As the course progresses, students develop their ability to apply this knowledge to practice through an incremental increase in the number of hours they teach the undergraduate students. The MSc. course is closely aligned with the BSc. Anatomy modules so that students learn about each region of the human body in dissection classes before moving on to teach the undergraduates.

Students are expected to take responsibility for their own learning and professional development, thus becoming increasingly autonomous as the course progresses. Their teaching portfolio, in which students record evidence of progress and set targets for further development, is used as a tool to facilitate skills of analysis and reflection. Their action research project provides an opportunity for the student to demonstrate the application of their in-depth anatomical knowledge in the context of educational research. By the end of the course students should have met all the criteria outlined in D2 of the Higher Education Academy UK Professional Standards Framework thus qualifying for Fellowship of the HEA.

22. Criteria for admission to the programme

Candidates will normally have a good (upper second class or better) degree in a relevant area of Bioscience, Biology or Medical Science. Where relevant, candidates will also have an IELTS mean of 7.0 (with a minimum of 6.0 in all 4 components), or a TOFEL score of 600 or above (paper) or 250 or above (computer), or 100 or above (iBT) or equivalent.

23. Additional information

The Medical Teaching Unit is one of the few remaining laboratories in the UK which offers students the unique opportunity to learn Human Anatomy through cadaveric dissection. Learning through whole body dissection is reinforced by access to a wide range of plastinated specimens, professionally dissected wet specimens, anatomical models and on-line resources.

The MSc. programme will be taught primarily by Dr Katherine Linehan, who is a Senior Lecturer and the lead academic for Anatomy in the department. Dr Linehan has degrees in both Human Anatomy and Education and has an established reputation for designing innovative student focused anatomy teaching and learning opportunities. She has been invited to write two textbooks on the subject, has been awarded a £25k EPSRC grant to develop anatomy teaching resources, gained Senior Fellowship of the HEA, was runner up in the HEA Lecturer of the Year Award and is a Senate Fellow.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at http://www.shef.ac.uk/ssid.