

Masters, Postgraduate Diploma, Postgraduate Certificate in Health Professions Education: Assessment and Accreditation 2017
Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Names of programme(s):	Masters in Health Professions Education: Assessment and Accreditation The Programme has 3 exit points: Certificate in Health Professions Education: Assessment and Accreditation Diploma in Health Professions Education: Assessment and Accreditation Masters in Health Professions Education: Assessment and Accreditation (MA Ed)
Mode of study:	Part time
Framework of Higher Education Qualification (FHEQ) level of final award:	Level 7
Duration:	The Masters degree must be completed within five years of registration, the Diploma within four years and the Certificate within three years

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

<http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/>

External Examiner(s) names: <http://www.keele.ac.uk/qa/externalexaminers/>

1. What is the philosophy of the Programme?

The philosophy of the course is to put accreditation and assessment at the heart of health professions education. Reference to global standards and national and international accreditation processes, to quality assurance and monitoring, are all integral to this idea.

The course addresses all aspects of health professions education. These are interpreted in terms of their evidence base and their contextual application. Participants are encouraged to analyse their own situation in relation to every aspect of education and quality assurance.

The course intends to develop in its participants the ability to analyse and criticise and to reach conclusions that are relevant to their own practice and culture.

The structure of the course follows this philosophy and provides materials relevant to all target audiences.

Participants will be guided to interpret course content in the light of their own experience and to take an active approach to learning from the course materials and experiences. Direct benefit to participants' own practice and institutions is a central aim of the course.

This award has three target audiences:

- a. Accreditation agencies and regulators
- b. Health professions education institutions
- c. Individual healthcare teachers and administrators / managers of health professions education

a. Benefits to accreditation agencies and regulators

Accreditation agencies have no international benchmarks for their work, but as of 2023 they will need to be accredited by The World Federation for Medical Education [WFME]¹, if the graduates of their medical schools are to be allowed to enter the United States for training. Therefore, the benefits of these awards to accreditation agencies and bodies who enrol representatives in these courses are:

Demonstrable local expertise in accreditation:

Assurance to WFME of institutional expertise in accreditation and quality assurance
Study of the WFME standards for health professions education
Study of the WFME accreditation process

Access to international experts:

Access to WFME expertise in standard setting and accreditation
Access to international expertise in all aspects of health professions education planning and quality assurance

International benchmarking:

Knowledge of models of regulation and accreditation, and international benchmarking
Membership of an interactive, international peer group of those interested in accreditation and assessment.

Relevant development of practice:

A critical approach to local planning and context-sensitive approaches to assessment, health professions education, quality assurance and accreditation
The opportunity to undertake a supervised development project relevant to the accreditation body or agency.

b. Benefits to health professions education institutions

Health professions education institutions should enrol representatives in these courses for the following benefits:

Assessment:

Assurance of most up-to-date practice in assessment
Access to international expertise on assessment
Compliance with WFME standards for assessment.

Faculty and institutional development:

Development of faculty experts in assessment, curriculum, teaching and learning and research
Opportunities for reflection on institutional development built into the course, including the dissertation
Individual feedback to the student, tailored to their own needs and local context
Opportunity for regional leadership in quality assurance.

Quality assurance:

Education institutions will themselves want to comply with the global standards set by the World Federation for Health professions education. For their own accreditation agencies, they will want to run effective quality management processes and to be up-to-date with modern practice in assessment and education.
Development of expertise in self-review against WFME global standards
Expertise in managing and preparing for accreditation
Ability to understand and interpret central directives on accreditation.

c. Benefits to individuals

The benefit of this course to individual health professions educators is significant, offering unprecedented access to the teaching of a range of international experts and leaders in the field of health professions education, as well as personalised feedback and support for project development. Other benefits include:

Career development:

¹ <http://www.wfme.org/accreditation/accrediting-accreditors/statement-of-intent>

A qualification in health professions education will assist teachers in developing their careers in health professions education management and development in their school.

The course offers the opportunity to develop specific expertise in assessment which is the basis of excellence in education practice.

Increasing knowledge and expertise in health professions education:

Where individuals wish to develop their practice within their department, or as an internal expert within the institution, this course will offer both content knowledge, change management expertise and access to personal feedback and support.

Opportunity for local development:

This course is unique in emphasising the local context of its students and support for local development. Individual students will be able to make a difference to health professions education practice where they are.

2. How is the Programme taught?

Engagement with our postgraduate programme will enable participants to further develop their intellectual, personal and professional capabilities. At Keele, we call these our Ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of their studies and activities. Whilst participants will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help participants to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life they engage in during and after their studies at Keele.

As an international award, the courses are offered by fully supported distance learning. With the exception of a mandatory residential week at the masters stage there is no face to face option. For the first 120 credits there is no face to face equivalent delivery pattern.

In order to support students through their masters dissertation, students are strongly recommended and expected to attend a residential course aimed at giving them the skills and knowledge to complete a dissertation at masters level. This one-week course will normally be held at Keele University (UK). Occasionally, the residential may be held at other venues including other countries. Rarely, if students do not attend the residential, they must satisfy the course director that they are capable of proceeding to the masters dissertation.

3. What is the Structure of the Programme?

Each module comprises a series of units, formative and summative assessments and online forum discussions. Importantly, these will all be timetabled with clear deadlines².

The course is offered as a Certificate, Diploma or Master's in Health Professions Education: Assessment and Accreditation. Students can register for the PGCert or the full masters; at the first two exit awards, the student can decide towards the end of each stage to progress to the next.

If a student decides to stop at any level, they will be awarded that exit qualification. Five years is available to complete the full masters. If the student then continues within the five years the lower award will be subsumed into the higher.

² Distance learning experience shows that careful and clear timetabled goals and activities maintain students' engagement in their studies.

Award Paths

	Credits
Master of Art (MA) Health Professions Education: Assessment and Accreditation	180
Postgraduate Diploma (PgD) in Health Professions Education: Assessment and Accreditation	120
Postgraduate Certificate (PgC) in Health Professions Education: Assessment and Accreditation	60

Participants will study specially written print units, downloaded from the CenMEDIC website. These contain learning activities to ensure that students will apply what they have learned. Critical reflection on learning and its application to the student's own context is a central feature of the courses.

Students also will take part in an interactive discussion forum moderated by a Learning Adviser. These will have a stated level of compulsory participation during the course.

Video clips of unit authors will be available on the CenMEDIC website to stimulate critical reflection on content.

Students will have full access to the Keele University Medical School online library.

Students who exit with either a Certificate or Diploma Health professions education: assessment and accreditation but who subsequently complete a higher award will have the lower award subsumed by the higher award.

4. How is the Programme assessed?

Students will receive feedback in a number of ways:

- Following the in-text learning activities
- During the unit discussion forum
- From the formative Tutor-Marked Assignments (TMAs)
- Following the module assessments
- During exercises at the Year 3 residential meeting (see below).

Throughout, students will be encouraged to feel part of a learning community and to engage in discussion with peers.

Assessments will be linked to clear statements of intended learning outcomes and Master's level criteria. The topic and assignment specific assessment criteria for all activities, including Tutor Marked Assignments (TMAs), Progression Assessments (PAs), and End of Module Assessments (EMAs), will be provided to the students. The Master's criteria for acceptable performance are independent of the topic area and type of assessment. Master's criteria are determined by Keele University and will be provided to the students.

Assessment activities are conducted to:

- assess the progress of the students;
- provide feedback to students;
- motivate students by requiring them to demonstrate their understanding of the various topic areas;
- measure achievement at appropriate academic levels (i.e. Certificate, Diploma, Master's degree);
- provide staff with information about the effectiveness of individual units and modules;
- contribute to quality assurance by monitoring the extent to which students are achieving appropriate standards.

Most forms of assessment will serve several of the above purposes. The form of assessment will be fit for the purpose of allowing students to demonstrate their achievement of the intended learning outcomes. Aggregate assessment results will be used for quality management and ongoing improvement of the programme.

The design of the assessments will vary according to their purpose:

Tutor Marked Assignments (TMAs)

TMAs are conducted primarily for learning purposes (providing feedback to students). These assessments will be designed so as to maximise opportunities for students to demonstrate what they know, understand and can do. Feedback on TMAs will be based on how well the work meets the stated learning outcomes, and aligns with the marking criteria.

TMA markers will provide feedback on TMAs submitted by the students, but will not assign a grade. Students will be required to complete the TMAs as assigned. If a student submits a TMA that is incomplete, the student must resubmit his or her work until the TMA Marker deems the assignment to be complete.

Forum Activities (FAs)

Forum Activities (FAs) are conducted primarily to provide students with the opportunity to engage with other students and the Learning Advisor in an informal and conversational on-line setting. Students will be required to contribute meaningfully to discussions related to the current topics of study. Meaningful contributions include asking questions, providing answers and opinions, uploading relevant documents, and engaging in discussions, as appropriate. Students will be required to complete numerous FAs throughout the units.

The forum will be moderated by a Learning Advisor. The Learning Advisor will provide feedback on the FAs, and will determine if the student has completed the FAs, but will not assign a grade.

Library Activities (LAs)

Library Activities (LAs) will provide students with targeted tasks aimed at gaining experience in accessing and using the relevant literature on a particular topic. LAs will be assigned throughout the units. Students will be required to complete the LAs as described in the units.

The Learning Advisor will provide feedback on the LAs, and will determine if the student has completed the LAs, but will not assign a grade.

Progression Assessments (PAs)

Progression Assessments (PAs) will be conducted within the modules of the certificate stage because they are 30 credits rather than the usual 15, and are designed to provide a measure of the student's understanding of related topic areas and to ensure that appropriate levels of skills have been met before the end of module assessment.

An Assessment Marker will provide feedback on the PAs and grade the PAs as pass/fail. Students will be required to receive a pass on PAs before proceeding.

For students who continue to the dissertation stage, PAs will apply to the dissertation proposal and various benchmarks of achievement throughout the dissertation research and writing process.

End of Module Assessments (EMAs)

End of Module Assessments (EMAs) are constructed to yield an overall measure of the student's understanding of the topics covered in each module. EMAs will be constructed to measure critical thinking, and consist of written exercises (e.g. essay, position paper, review of academic literature, project proposal).

All EMA's must be submitted through Turnitin

An Assessment Marker will provide feedback on the EMAs and award a percentage score. The Assessment Marker will provide comments justifying the grade awarded based on how well the work meets the stated learning outcomes and the Master's criteria.

Students will be required to achieve a percentage score that is equivalent to or above a pass on EMAs before proceeding to the next module. Students will not be allowed to attempt the end of module assessments until they have satisfactorily completed the relevant prior assessments.

For students who complete the Master's programme, the dissertation will constitute the final EMA.

DESCRIPTION OF ASSESSMENTS AT EACH PROGRAMME LEVEL

Certificate: Year 1 (Modules 1 – 2)

Assessments consist of TMAs, FAs, LAs, PAs and EMAs.

Diploma: Years 1 and 2 (Modules 1 – 6)

Assessments consist of TMAs, FAs, LAs, and EMAs.

Masters: Years 1 – 3 (Modules 1 – 6 and residential meeting / dissertation [Module 8])

Assessments consist of TMAs, FAs, LAs, Pas and EMAs. The residential meeting / dissertation module includes defence of dissertation proposal and final dissertation.

TECHNICAL ASSESSMENT STATEMENT

The following principles will guide all assessment activities:

- The rationale for a particular type of assessment and grading criteria will be clear to markers and students.
- All assessment tasks (e.g. TMAs, PAs, EMAs) will be derived from the learning outcomes and will have clear marking (feedback) criteria.
- All assessment tasks for which a grade (either pass/fail [PAs] or a percentage score [EMAs]) is provided will be derived from the learning outcomes and will have clear scoring criteria.
- All assessments will be subject to moderation and external ratification, as appropriate. Evidence to support the validity and reliability of measures, or summary outcomes, will be gathered.
- Assessment tasks must be feasible and practical for students.
- Students will receive constructive feedback on all assessments.
- All assessments will be monitored and evaluated to inform programme quality.
- Students' assignments will be monitored to ensure that their work is original. A definitive statement of ethical practice will be communicated to all students. Students will be subjected to programme specific and university wide ethical practice regulations.
- Completed assignments will be retained by CenMEDIC indefinitely. The bank of completed assignments can be used to monitor the originality of submitted assignments. The bank of completed assignments can also be used for internal longitudinal research and quality assurance procedures.
- The effectiveness and timeliness of feedback and scores provided by the markers and assessors (based on the assessments) will be monitored to ensure that the students are receiving appropriate guidance.
- Students must have access to an assessment schedule for each module with dates for each assignment.
- Assessment processes and protocols will be transparent to all interested parties.
- Students will be given the opportunity to provide assignment specific and summary feedback regarding assessments at the end of every module, and/or programme [Certificate, Diploma, Master's].

ROLES AND QUALIFICATIONS OF THE COURSE TEAM (TMA MARKERS / LEARNING ADVISORS / ASSESSMENT MARKERS)

TMA Markers

Roles:

- Provide feedback on the students' TMAs.
- Ensure that students' TMAs have been completed.

Qualifications:

- Studied the unit
- Trained in content of the unit and how to mark the TMAs
- Possess professional experience
- Possess contextual experience
- Pass appropriate monitoring

Learning Advisors

Roles:

- Moderate forum and determine completeness of students' participation
- Determine completeness of students' library assignments
- Provide feedback to students on forum participation and library assignments

Qualifications:

- Advanced degree
- Possess extensive professional experience
- Possess extensive contextual experience
- Possess extensive pedagogical experience appropriate for an academic / tutoring role
- Pass appropriate monitoring

Assessment Markers

Roles:

- Grade (pass/fail) and provide feedback on Progressive Assessments (PAs), including defence of dissertation proposal for Master's students
- Grade (percentage) and provide feedback on End of Module Assessments (EMAs), including the dissertation for Master's students

Qualifications:

- Advanced degree
- Possess extensive professional experience
- Possess extensive contextual experience
- Possess extensive pedagogical experience appropriate for an academic / tutoring role
- Pass appropriate monitoring

Local Supervisor (applicable to Master's students only)

Roles:

- Supervise and provide feedback on the student's Master's thesis plan and written document (refer to the Project Supervision section of the student handbook.)

Qualifications:

- Graduate degree
- Possess relevant professional experience
- Possess relevant contextual experience
- Pass appropriate monitoring

MANAGEMENT OF ASSESSMENT PROGRAMME

The assessments for each unit and module and the overall programme strategy will be reviewed annually and amended accordingly. For all assessments, a bank of questions (essay questions, literature review exercises, etc.) will be constructed. Specific End of Module Assessments (EMAs) will be rotated as appropriate, based on student feedback and other quality assurance data.

There is a quality management process for the Course Team (TMA Markers / Learning Advisors / Assessment Markers). This process will include protocols regarding training, monitoring, and developing and maintaining a support network of course team members.

All EMAs will be moderated by CenMEDIC management, with 20% reviewed by Keele University. The moderating process ensures that Course Team members are making consistent and accurate assessment decisions, in accordance with published assessment criteria.

In addition, an External Examiner will ratify a sample of EMA grades. This process will ensure that the assessment tasks have been conducted with accuracy, consistency and fairness, and that the assessments are appropriate for the level 7 programme (Certificate, Diploma, Master's).

Indicative content*

**Please also see the attached module specifications for the individual learning outcomes*

LEVEL	
<p>Certificate</p>	<p>Module 1: Assessment of student learning : CLM 40107</p> <p>This module will be delivered completely by distance-learning and covers the principles and processes of assessment. Successful students will have a comprehensive understanding of the fundamental concepts of validity, reliability and generalisability of assessment results, issues of blueprinting and standard setting and understand the relationship of these to curriculum outcome statements. They will be able to be able to develop Objective Structured Examinations, Multiple choice questions, essays and short answer questions, clinical and oral examinations and workplace based assessments as well as offer critical appraisal of these concepts and methods in relation to their own context.</p> <p>Module 2: Accreditation and self-review : CLM 40108</p> <p>This module will be delivered completely by distance-learning and covers the principles of international standards for self-review and institutional accreditation. Successful students will understand the purposes and methods of accreditation, know about and be able to use global standards for medical education and adapt them for local conditions, know about the processes and methods of planning and organising a self-review, including methods of data collection and basic change management techniques. They will be able to plan how to analyse and present data from a self-review, consider how to conduct a self-review in low resource circumstances and be able to plan and manage the implementation of improvements after self-review. In addition this module will cover how to plan and prepare for an external review, and regulation and accreditation in a global context.</p>
<p>Diploma</p>	<p>In addition to the aims of the Certificate levels, as above:</p> <p>Module 3: Advanced assessment and accreditation : CLM 40109</p> <p>This module will be delivered completely by distance-learning and looks in greater depth at specific elements of assessment and accreditation introduced in the certificate level</p>

	<p>modules. Successful participants will be able to select and apply a range of mark types and marking systems; understand the nature, validity and reliability of self-assessment; know about the features and potential of methods of online testing; analyse the relationship between assessment and selection at undergraduate and specialty levels; consider the role and selection of the external examiner in quality assurance of courses and assessments; consider the design of assessments in low resource settings; understand and analyse different theories and models of regulation and their likely effects and risks; consider non-regulatory approaches to quality assurance in medical education.</p> <p>Module 4: Research design: CLM 40110 This module will be delivered completely by distance-learning and covers the principles and processes of research design. Online tasks and activities will cover the design of mixed methods research; the difference between research and evaluation; how to undertake a literature review and write a research question; it will consider a variety of research designs and approaches to sampling; quantitative research methods and skills in quantitative data analysis; qualitative research methods and skills in qualitative data analysis; and the principles and methods of research ethics and governance</p> <p>Module 5: Curriculum design, evaluation and accreditation: CLM -40111 This module will be delivered completely by distance-learning. Activities will be designed to address curriculum models and theories; the principles of integrated curriculum design; the process of curriculum development, and the rationale for its stages; curriculum evaluation based on theoretical and procedural underpinnings; and the design of a curriculum in low resource settings to meet global standards.</p> <p>Module 6: Teaching and learning in healthcare: CLM -40112 This module is entirely delivered by distance learning. It will enable students to consider critically approaches to learning the basic sciences in healthcare; the rationale and experience of teaching and learning in the community; the theory and practice of simulation, skills laboratories and learning in the clinical environment; the theoretical basis and practice of teaching clinical problem solving; approaches and rationales in teaching and learning at postgraduate level; the evidence, practice and regulatory implications of continuing professional development and the design and application of open and distance learning in healthcare. It will approach all of these areas with a critical and reflective approach based on an appreciation of evidence and cultural context.</p>
<p>Master's</p>	<p>In addition to the aims of the Certificate and Diploma levels, as above:</p> <p>Module 8: Masters dissertation by distance learning: CLM -40126 60 credits</p> <p>This module is launched with a one week residential course where students will meet other medical education researchers, undertake exercises that will integrate all previous learning, engage in advanced study of research design and plan their dissertation.</p> <p>Over the next 30 weeks, through a process of private study supported by an on-line supervision process, they will write a research question, design and execute a literature search, undertake a research and evaluation project (gaining ethical approval if required), reach balanced conclusions and indications for action or future research.</p> <p>The on-line supervision will comprise fortnightly, scheduled one to one tutorials that the student is required to attend and notes will be kept for a reflective research diary.</p>

5. What are the typical admission requirements for the programme?

Entrants are required to be graduate or equivalent health professionals preparing for or currently involved in health professions education.

Students MUST provide evidence of study at an English medium school, or within the last five years have passed IELTS with an average score of 7 or above, with no individual score below 6.5 or alternatively a TOEFL score above 94.

Before progressing to the Diploma, students must have completed the Certificate or provide evidence of APCL or APEL.

Before starting the masters dissertation, students must have completed the Diploma or have evidence of APCL or APEL

6. How are students supported on the programme?

The Course Handbook provides key information and guidance on structure, content and assessment, including dates for submission of assignments. The current year's handbook also includes the module dates. The course complies with University policy on student pastoral and academic support.

The Course Administrator is based at the Keele Hall and is available to deal with students' queries by phone, email or in person.

- Applicants must have access to high speed broadband.
- Applicants are assigned an individual learning advisor and a personal tutor (see student handbook for roles and responsibilities), for support throughout the course.
- The CenMEDIC administrative Unit in Milton Keynes and tutor support will be available on-line.
- The Dissertation stage needs considerable support for distance learning students. The final dissertation will be closely supervised in its development through successive stages of planning, design and implementation. A pass-fail assessment will be carried out in the early stages which will include a defence of the dissertation proposal.
- Research supervisors will be nominated by students and be local to them to facilitate regular face to face meetings. They will have subject and contextual knowledge. He or she will be approved by Keele as being senior and experienced enough and able to give the support needed whilst themselves working at the appropriate level unsupervised. A programme of on-line training in research supervision will be provided. Keele University will approve supervisors after scrutiny of their CV, CenMEDIC will provide their on-line training and professional support and supervisors will be honorary faculty of FAIMER.

7. Learning Resources

- Applicants are provided with a student pack containing key reference material and study guides.
- For UK based students a stock of standard texts to support this course has been placed in the Keele University Health Library, situated in the Clinical Education Centre on the University Hospital of North Staffordshire campus. These are also available on-line. All students will be allocated Keele Athens access and have full access to the same electronic resources.

8. Other learning opportunities

N/A

9. Quality management and enhancement

- The award is regulated in the first instance by the Postgraduate School of Medicine Learning & Teaching Committee,
- Further accountability is built on through
 - Student feedback
 - Module evaluation questionnaires
 - Annual Examinations Board
 - Annual External Examiner Reports

10. The principles of programme design

This is to provide a solid foundation of core, medical science knowledge. This fosters a wider perspective to critical, analytical thinking to enable better use of evidence based information and its application to the students chosen clinical field.

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created (if known)	October 2010	
Date last reviewed / revised	March 2017	Addition of turnitin requirement Change of dissertation credit value to 60 credits for students enrolled from 2017 onwards
Last reviewed by ?		
Date last approved at SLTC	25.4.17	
Date last approved at FLTC		