

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	Masters in Clinical Education (MSc)
Award type	Taught Masters
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	3 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK/EU students:</p> <p>MSc in Medical Education - Fee for 2020/21 is £9,000*</p> <p>PG Diploma in Medical Education - Fee for 2020/21 is £6,000*</p> <p>PG Certificate in Medical Education - Fee for 2020/21 is £3,000*</p>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview of the Programme

The programme is aimed at graduate (or equivalent) health professionals preparing for or currently engaged in clinical teaching. The client group includes:

- Hospital consultants from the locality, region and elsewhere, whether involved in or preparing for undergraduate, postgraduate and inter-professional education
- Specialist registrars in all specialties (the course is generally recognised by specialist training committees)
- GP Trainers and GP Educationists
- Academic GP registrars
- Clinical pharmacy tutors and educational co-ordinators
- Dentists, Nurses, physiotherapists, midwives and other health professionals

The foundations for this course lie in the established regional "Teaching the Teachers" and GP Trainers courses, supported by West Midlands Deanery, in which members of the course team have been involved for several years. Clinicians working in the NHS have always been regarded as teachers as well as practitioners but preparation for and support of teaching has always tended to be informal and involvement in teaching has never before been an effective route for career advancement.

3. Aims of the programme

Our course allows clinical educators to enhance their educational practice, skills and knowledge. You will gain expertise in effective clinical education in the context of your practice. You will also develop a scholarly approach through evaluating established practice and educational initiatives.

The course is flexible, and practice based. It will suit Doctors, Dentists and health professionals along with those involved or interested in clinical education. Through advancing your skills and knowledge you will enhance your contribution to educational practice. You will also extend your ability to contribute to clinical education as a discipline.

4. What you will learn

Intended Learning Outcomes - Postgraduate Certificate

As a result of participating fully in this programme, applicants should:

Develop Core knowledge and skills

1. Have analysed and critically evaluated the important theories of learning and demonstrated how these theories inform their teaching practice
2. Have reviewed a range of teaching methods and strategies, incorporated them appropriately into their educational practice and reflected on this process and the outcomes
3. Be able to distinguish between types of assessment and choose methods appropriate to the purpose
4. Relate assessment strategies to learning objectives and outcomes
5. Relate assessment to evaluation of teaching
6. Be able to contrast assessment and appraisal and use these processes appropriately in their educational setting
7. Devise and evaluate assessments for their own students
8. Evaluate the role of an educational supervisor using relevant theories and models
9. Develop feedback, coaching and mentoring skills to support educational supervisor role within their professional practice
10. Explore the importance of giving, receiving, interpreting and using feedback to facilitate learning
11. Choose appropriate feedback methods to provide effective, quality and timely feedback in a range of situations

Develop Professional Values

1. Commitment to scholarship in teaching, both generally and within their own discipline
2. Respect for individual learners and for their development and empowerment
3. Commitment to the development of learning communities, including students, teachers and all those engaged in learning support
4. Commitment to encouraging participation in higher education and to equality of educational opportunity
5. Commitment to continue reflection and evaluation and consequent improvement of their own practice
6. Communicate, understand and work more effectively with colleagues in other health disciplines

Intended Learning Outcomes - Postgraduate Diploma

In addition to the outcomes described above, applicants would undertake more detailed study in chosen subject areas using a wide range of literature. As a result of this, applicants should:

1. Develop high level educational skills within their chosen areas and be able to develop and lead educational programmes
2. Be competent to support, supervise and teach other clinical teachers
3. Be able to contribute to curriculum development and informed educational debate and discussion within their institution
4. Use educational theory and an evidence base to inform their practice
5. Understand and apply educational research methods to critique the work of others

Intended Learning Outcomes - Master's Degree

In addition to the outcomes described above, applicants would undertake detailed study of a chosen area and produce a dissertation. As a result of this, applicants should:

1. Be able to review critically a wide range of literature and use this to inform their own thinking
2. Be able to conduct a small scale project (e.g. research, innovation, evaluation or library based) in a systematic and productive manner
3. Be able to write a scholarly dissertation, incorporating novel ideas and/or data and setting these within a context of existing literature, educational theory and practice.

Keele Graduate attributes

Engagement with this programme will enable you to develop your 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 your studies and activities. Whilst you

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 you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

5. How is the programme taught?

The traditional taught course is based on workshops, study guides and independent guided study including observed teaching practice. Workshops are half day or full day sessions, using a variety of teaching methods in small groups.

The group size for modules is 10-16 students, with one or two facilitators. Most teaching is based on interactive small group methods, and supplemented by a virtual learning environment. Literature packs and handouts are provided where appropriate. Modules may include tasks to be completed before starting the module or between blocks. Students are asked to contribute their own views and experiences, either informally during group discussions or by giving short presentations to the group.

The distance learning modules are delivered in a number of ways students will be able to interact with other during Blogs, discussion forums and webinars:

- Blogs / Discussion forums
- 'Talking Head' videos
- Formative use of Turnitin
- Narrated short presentations
- Webinars (live and recorded)
- You-tube channel (subscribed)
- Delayed release of content (narrated PowerPoints etc.)

6. Teaching Staff

Most teaching staff are clinicians with considerable experience in Clinical Education teaching and research, who have portfolio careers, working both clinically and in academic posts. They come from a variety of clinical backgrounds.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The programme is offered as a Postgraduate Certificate, Diploma or Master's in Clinical Education: students can register for the Postgraduate Certificate, Diploma 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.

Postgraduate Diploma and Master's students can choose traditional taught modules, on-line modules or adopt a blended approach.

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.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	120	60	60	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Masters Dissertation in Faculty of Health	CLM-40083	60	Year 1
Teaching methods and theories of learning	PAR-40002	15	Year 1
Educational Supervision and Feedback	PAR-40018	15	Year 1
Introduction to Clinical Education	PAR-40033	15	Year 1
Assessment in Clinical Education	PAR-40035	15	Year 1

Optional modules	Module Code	Credits	Period
Selection and recruitment in healthcare	PAR-40031	15	Semester 2
Introduction to Research in Clinical Education (distance learning)	PAR-40045	15	Semester 2
Curriculum design and session planning	PAR-40004	15	Year 1
Developing Professional Skills and Attitudes	PAR-40010	15	Year 1
Educational Media Design	PAR-40013	15	Year 1
Independent Study in Clinical Education	PAR-40037	15	Year 1
Theoretical Perspectives on Simulation in Clinical Education	PAR-40039	15	Year 1
Introduction to Research in Clinical Education	PAR-40041	15	Year 1
Developing and Delivering Assessment in Clinical Education	PAR-40043	15	Year 1

Level 7 Module Rules

Module choice:

- 4 optional modules must be selected. Students progressing to complete the Master's programme must select one of the research modules.
- Choose either: Introduction to Research in Clinical Education (PAR-40041) or Introduction to Research in Clinical Education (PAR-40045) (Distance Learning)

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

Module in which delivered	Learning outcomes (see 'What you will learn' section above)	Principal form of assessment
Introduction to Clinical Education (C)	1 - 14 A - F	e-portfolio
Teaching Methods and Theories of Learning in Clinical Education (C)	1, 2	Written assignment
Assessment in Clinical Education (C)	3 - 7	Presentation and written assignment
Educational Supervision and Feedback (C)	8 - 11	Written assignment
Curriculum Design and Session Planning in Clinical Education	12,13,14,15,16	Written assignment
Educational Media Design	12,13,14,15,16	Project and assignment
Theoretical Perspectives on Simulation in Clinical Education	12,13,14,15,16	Written assignment
Developing Professional Skills and Attitudes	12,13,14,15,16	Presentation and assignment
Introductory Research Modules	14,15,16,17	Presentation and assignment
Developing and delivering assessment in Clinical Education	12,13,14,15,16	Presentation and assignment
Dissertation	17 -19	Written assignment

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
See table above	See above

A rolling programme of modules, most repeated on an annual cycle, allows students to plan modules and study leave well in advance. The allocation of study time is 150 hours per 15 credit module and this usually amounts to 5 days of face to face teaching (or equivalent with on line learning) and the remainder is personal study time. The teaching is often split into smaller 1 to 3 day blocks.

8. Final and intermediate awards

Students can be awarded the following qualifications within the programme:

Master's in Clinical Education (MSc)	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma in Clinical Education	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate in Clinical Education	60 credits	You will require at least 40 credits at Level 7

Students who exit with either a Postgraduate Certificate or Diploma in Clinical Education but who subsequently complete a higher award will have the lower award subsumed by the higher award.

9. How is the Programme Assessed?

- Each module comprises a series of formative and summative assessments. Importantly, these will all be timetabled with clear deadlines.
- A variety of assessment methods is used, including essays, task-based assignments, observation of teaching and reflections.
- Each method of assessment is supported by clear criteria for marking; these are explained in the relevant Course Handbooks. The pass mark is 50% for all elements of assessment.

Assessments will be linked to clear statements of intended learning outcomes and Master's level criteria. 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 are 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.

Formative assessment occurs in a continuous process driven by lecturer-led discussion sessions, one-on-one mentoring, and practice presentations and posters. Elements of peer feedback are also used in a formative way.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

13. 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 Keele Hall and is available to students by phone, email or in person.
- Individual module leads are always available via email contact.
- All students are given an Academic Development tutor from the teaching faculty:

Academic Development Tutor

- Aim:
 - To offer an individual resource for students that are undergoing academic or personal issues that may detrimentally affect the students' academic output.
 - To check the student's general academic and social progress
- Structure:
 - Student and Mentor to meet/make contact a minimum of twice a year (N.B. This meeting frequency may be increased should special needs deem this necessary).
 - Meeting to be set up by student/mentor with course administrator being kept informed of meeting occurrence.
 - What was discussed at each meeting should be briefly documented on the electronic student file and kept confidentially by the course administrator, tutor and the student.

More information is available in the University's Personal Tutoring Policy document.

- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing postgraduate modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice. Incoming non-native English speaking students take a diagnostic English language assessment during their first week at Keele, after which personalised recommendations for modules or other forms of support are made.

14. Learning Resources

All students have access to the main campus library and to the health library at the Clinical Education Centre (CEC). In addition most

modules have key reading materials on the VLE. Each module has a proscribed and a recommended reading list.

15. Other Learning Opportunities

All students are encouraged to become members of ASME (The Association for the Study of Medical Education) and additionally are invited to attend the annual medical education conference held in Keele University Medical School.

All the certificate and diploma modules, both traditional taught and distance learning, are available as CPD modules, support is offered by the module leaders and participants are encouraged to convert to full enrolment.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- c. The course is aligned to the Higher Education Academy (HEA) and graduates are made fellows
- d. The course is aligned to the General Medical Council (GMC) 'Recognising and Approving Trainers'

Version History

This document

Date Approved: 08 September 2020

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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