

# Programme Specification: Post Graduate Taught For Academic Year 2026/27

## 1. Course Summary

<b>Names of programme and award title(s)</b>	MSc Clinical Education MSc Clinical Education (with simulation) Postgraduate Certificate in Clinical Education
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	3 years
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Online
<b>Accreditation (if applicable)</b>	Advance HE (Fellowship), Academy of Medical Educators
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students</b></p> <p>Part-time fee for 2026/27 is £4,400 per year of study*</p> <p><b>International students</b></p> <p>Part-time fee for 2026/27 is £4,400 per year of study*</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 Postgraduate Certificate in Clinical Education and the Masters programme are designed for graduate (or equivalent) health professionals who are preparing for, or are currently undertaking, clinical teaching or practice educator roles. Applicants may enrol either on the full Masters programme or on the Postgraduate Certificate (PGCert).

The PGCert enables participants to critically examine everyday teaching and learning opportunities within clinical settings, strengthening their knowledge, confidence, and practical skills as educators. Those who progress to the full Masters programme engage in more extensive scholarly activity, including the critical evaluation of established educational practices, curriculum development, and research-informed innovation.

Clinical education is at the core of healthcare provision worldwide. Preparing the future workforce to meet the

evolving demands of modern healthcare requires skilled clinical educators who can shape and advance practice. At PGCert level, the programme introduces simulation as a pedagogical approach. For those already involved in simulation-based education, there is a dedicated pathway through Diploma and Master level. By selecting the simulation module at Diploma stage and completing a simulation-focused research project, students may graduate with a specific simulation award.

The contemporary curriculum is delivered through flexible distance learning, designed to fit around professional commitments. It is suitable for those new to teaching and training as well as experienced educators seeking to extend their expertise.

Healthcare professionals have long held dual roles as practitioners and teachers. This programme supports the development of a robust understanding of the educational theories and principles that underpin effective clinical education, enabling participants to enhance both their teaching practice and educational leadership.

Given the competitive nature of medicine, nursing, and allied health professions, a postgraduate qualification in Clinical Education can strengthen professional profiles and support career progression.

### **3. Aims of the programme**

The aims of the programme are to improve the quality and effectiveness of teaching in the clinical setting. The programme enables you to enhance your educational practice, skills and knowledge and to assess the use of simulation-based education in a healthcare setting. You will gain expertise in effective clinical education in the context of your practice and have an opportunity to explore simulation practice as a defined route. The programme is focused on developing clinical teaching skills and delivered via distance learning. Through the enhancement of your skills and knowledge you will increase your contribution to educational practice and to the development of clinical education as a discipline.

### **4. What you will learn**

#### **Intended Learning Outcomes - Postgraduate Certificate**

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

#### **Develop Core knowledge and skills**

1. Have analysed and critically evaluated the important theories of learning and demonstrated how these theories inform your teaching practice including simulation based education.
2. Have reviewed a range of teaching methods and strategies (including simulation), incorporated them appropriately into your educational practice and reflected on this process and the outcomes
3. Be able to distinguish between types of assessment (including using simulation) 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 your educational setting
7. Devise and evaluate assessments for your own students
8. Evaluate the role of a supervisor using relevant theories and models
9. Develop feedback, coaching and mentoring skills to support your supervisor role within your 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, including**

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

## Intended Learning Outcomes - Masters Degree

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

18. Develop high level educational skills within your chosen areas and be able to develop and lead educational programmes, including simulation based education (*for the Clinical Education (with simulation) route*).
19. Be competent to support, supervise and teach other clinical teachers
20. Be able to contribute to curriculum development and informed educational debate and discussion within your institution
21. Use educational theory and an evidence base to inform your teaching and assessment practice
22. Understand and apply educational research methods to critique the work of others

In addition to the outcomes described above, you would undertake detailed study of a chosen area and produce either a dissertation or a publication of a research project. As a result of this, you should:

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

## Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 5. How is the programme taught?

The course is delivered by distance learning, to fit around you and your working life, whether you are new to teaching and training, or wish to advance existing skills and knowledge. The PGCert is a fully asynchronous course meaning that there are no specific teaching days to attend and all the content can be viewed online at a time convenient to you. For the PGDip and Masters level there are some synchronous days to attend learning specific activities which will be timetabled in advance in addition to asynchronous content to support your learning.

Each module runs for a specified time period and these are delivered in a number of ways:

- Content organised into weekly thematic units
- Discussion forums
- Narrated short presentations
- Curated reading

You will be able to interact with other students/tutors during discussion forums and activities to contribute your own views and experiences either informally in group discussions or by giving short presentations to the group.

You will be expected to work through the learning content and activities for each module in order to meet module aims. In addition to learning activities, you will be expected to engage in reading and discussions via the online discussion boards. Resources will be provided to aid completion of learning activities alongside providing opportunity for you to reflect and consolidate your learning.

## 6. Teaching Staff

Teaching staff have considerable experience in Clinical Education teaching and research, working both clinically and in academic posts. They come from a variety of 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 on a modular basis as a Postgraduate Certificate or Masters in Clinical Education.

The programme is completed entirely by distance learning through a mixture of compulsory and an optional module.

As you progress through the Masters programme, you can focus your study on simulation in clinical education if you so choose, by selecting the Simulation optional diploma module and having a simulation based research project.

Year	Compulsory	Optional	
		Min	Max
Level 7	165	15	15

## Module Lists

### Level 7

The structures of the Postgraduate Certificate and Masters programmes are shown below. All modules on the Postgraduate Certificate are compulsory, whereas on the Masters programme students have one optional module choice.

The Postgraduate Certificate modules are taken in the first year, taught Masters modules in the second year and then the Clinical Education Research Project in the final year.

Compulsory modules	Module Code	Credits	Period
Effective Clinical Teaching and Assessment	CLM-40188	30	Semester 1
Research Methods for Clinical Education	CLM-40196	15	Semester 1
Clinical Education Research Project	CLM-40190	60	Semester 1-3
Principles of Curriculum Design and Assessment	CLM-40192	30	Semester 2
Learning and Professional Development in the Clinical Environment	CLM-40194	15	Semester 2
Theoretical Perspectives on the use of Simulation-based Education	CLM-40198	15	Semester 2

Optional modules	Module Code	Credits	Period
Digital Education for Clinical Teachers	CLM-40186	15	Semester 2
Designing and Delivering Simulation-based Education	CLM-40200	15	Semester 2

### Level 7 Module Rules

Students must choose CLM-40200 for the Masters in Clinical Education (with simulation) award.

## Breakdown of the Programme

<b>Postgraduate Certificate in Clinical Education - All modules are compulsory</b>	
CLM-40188 - Effective Clinical Teaching and Assessment	30 credits
CLM-40198 - Theoretical Perspectives on the use of Simulation-based Education	15 credits
CLM-40194 - Learning and Professional Development in the Clinical Environment	15 credits
<b>Masters in Clinical Education</b>	
CLM-40196 - Research Method for Clinical Education	15 credits
CLM-40192 - Principles of Curriculum Design and Assessment	30 credits
CLM-40200 - Designing and Delivering Simulation-based Education	15 credits
<b>OR</b> CLM-40186 - Digital Education for Clinical Teachers	
CLM-40190 - Clinical Education Research Project	60 credits

## 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 ( <i>see 'What you will learn' section above</i> )	Principal form of assessment
CLM-40188 - Effective Clinical Teaching and Assessment	1,2,3,4,5,6,7,12,13,14,15,16,17	e-portfolio
CLM-40198 - Theoretical perspectives on the use of simulation-based education	1, 2,4,12,13,14,15,16,17	Written assignment
CLM-40194 - Learning and Professional Development in the Clinical Environment	8,9,10,11,12,13,14,15,16,17	Poster presentation and written assignment
CLM-40192 - Principles of Curriculum Design and Assessment	18,19,20,21	Written assignment and presentation
CLM-40186 - Digital Education for Clinical Teachers	18,19,20,21	Project and written assignment
CLM-40196 - Research Methods for Clinical Education	22	Research Proposal
CLM-40200 - Designing and Delivering Simulation-based Education	18,19,20,21	Poster Presentation
CLM-40190 - Clinical Education Research Project	23,24,25	Written assignment

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
See table above	See above

## 8. Final and intermediate awards

Students can be awarded the following qualifications within the programme:

<b>Masters in Clinical Education</b>	180 credits	You will require at least 180 credits, of which, at least 165 credits must be at Level 7
<b>Masters in Clinical Education (with simulation)</b>	180 credits	You will require at least 180 credits, of which, at least 165 credits must be at Level 7. Your award must include the option module PAR-40063 (Simulation Design and Delivery in Clinical Education) and your dissertation must have a focus on simulation in clinical education
<b>Postgraduate Diploma in Clinical Education</b>	120 credits	You will require at least 120 credits, of which, at least 105 credits must be at Level 7
<b>Postgraduate Certificate in Clinical Education</b>	60 credits	You will require at least 60 credits, all of which must be at Level 7

Students who exit with a Postgraduate Certificate 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 are used, including essays, task-based assignments, evaluation of teaching practice and reflections.

Each method of assessment is supported by clear criteria for marking; these are explained in the relevant Module Handbooks. The pass mark is 50% for all modules.

The variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the Masters degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance.

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

The Postgraduate Certificate in Clinical Education is accredited by [AdvanceHE for Fellowship \(FHEA\)](#) and the [Academy of Medical Educators](#).

For the Fellowship route, you are guided to make links between the learning outcomes of the PGCert and your claim for Fellowship, this will allow you to compile the evidence needed for fellowship. The post-nominal letters - FHEA identifies the broad-based experience of teaching and/or supporting learning of your teaching role. It is increasingly sought by employers across the higher education sector as a condition of appointment and promotion.

The Academy of Medical Educators (AoME) is the professional organisation for all those involved in the training and education of doctors, physician associates, dentists and veterinary surgeons. Providing access to a network of medical educators at every level of your career progression.

The Postgraduate Certificate in Clinical Education at Keele is accredited by the Academy at the AccreditationPlus level. This means that on completion you are automatically eligible to apply for Membership (MAcadMEd) without providing further evidence. You can apply for free Associate membership of AoME for one year while you study the PGCert and then apply for full membership when you complete the PGCert.

## 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/>

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

## **13. How are students supported on the programme?**

The School provides a comprehensive range of support for students on the programme in addition to that provided by the University. Key to the success of this support are the following:

The Programme Handbook provides key information and guidance on structure, content and assessment, including dates for submission of assignments, and contact details.

As a student you are allocated to an Academic Mentor who is responsible for reviewing and advising on academic progress. Academic Mentors also act as a first point of contact for non-academic issues which may affect your learning. Academic Mentors can refer you on to a range of specialist health, welfare and financial services coordinated by the University's Student Services. All students have access to a Student Experience Support Officer.

Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate module-specific tutorial support is available via the module team, and that the team provides feedback in a timely manner. Module Leaders also ensure that individual feedback on in-course assessments is available to all students and also brief you regarding the module's assignment/s. Individual module leads are available via email contact.

The Disability Inclusion Tutor provides support for students with disabilities (including specific learning difficulties) and works closely with wider university student support staff.

The Programme Director will provide the day to day operational management of the programme and is responsible for the overall student experience and is therefore able to provide support to students where Academic Mentors or Module Leads are not available or where the situation is particularly complex or concerning.

## **14. Learning Resources**

Each module has a prescribed and a recommended reading list.

You will have access to material via the course's online learning resources. You will have access to Keele's Library Information Services on campus and via the Internet using your Keele login details.

<https://www.keele.ac.uk/library/usingthelibrary/onlineresources/>

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

## **15. Other Learning Opportunities**

All students are encouraged to become members of ASME (The Association for the Study of Medical Education).

## **16. Additional Costs**

There are no additional costs for this course. However, students may incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

## **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 Revalidation 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 Board 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/ga/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 programme is aligned to the Higher Education Academy (HEA) and graduates are made fellows
- d. The programme is aligned to the General Medical Council (GMC) 'Recognising and Approving Trainers'

## **Version History**

### **This document**

**Date Approved:** 09 June 2026

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1.2	2025/26	VICTORIA FOLEY	09 June 2026	None
1.1	2025/26	KEVIN ARMSTRONG	16 October 2025	CLM-40194, CLM-40186, CLM-40200 changed from SEM3 to SEM2
1	2025/26	VICTORIA FOLEY	19 June 2025	
1.1	2024/25	KIM SARGEANT	01 August 2024	Removal of option modules PAR-40025, PAR-40031, PAR-40039 and PAR-40041
1	2024/25	VICTORIA FOLEY	10 June 2024	
1	2023/24	CLAIRE CARTWRIGHT	18 April 2023	
1	2022/23	KIM SARGEANT	22 August 2022	
1	2021/22	CLIVE GIBSON		
1	2020/21	CLIVE GIBSON	08 September 2020	