

# Programme Specification: Post Graduate Taught

## For students starting in Academic Year 2023/24

### 1. Course Summary

<b>Names of programme and award title(s)</b>	Masters in Clinical Education (MSc)
<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>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students</b></p> <p>Masters in Clinical Education - part-time fee for 2023/24 is £11,500 per year*</p> <p>PG Diploma in Clinical Education - part-time fee for 2023/24 is £7,700 per year*</p> <p>PG Certificate in Clinical Education - part-time fee for 2023/24 is £3,850 per year*</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.

*In your programme you may sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.*

### **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 other 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. (ILO 12) Develop high level educational skills within their chosen areas and be able to develop and lead educational programmes
2. (ILO 13) Be competent to support, supervise and teach other clinical teachers
3. (ILO 14) Be able to contribute to curriculum development and informed educational debate and discussion within their institution

4. (ILO 15) Use educational theory and an evidence base to inform their practice
5. (ILO 16) 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. (ILO 17) Be able to review critically a wide range of literature and use this to inform their own thinking
2. (ILO 18) Be able to conduct a small scale project (e.g. research, innovation, evaluation or library based) in a systematic and productive manner
3. (ILO19) 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**

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. 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?**

If a student wishes to progress from the Diploma to Masters, they are required to undertake one of the two

optional research modules (PAR-40011 or PAR-40029). Students need to achieve an outright pass in their research module in order to progress to Masters. If students achieve a score of between 45% and 49% and have a condonable mark in another module allowing compensation, they can exit the course with the award of Diploma (but are not allowed to progress to Masters by compensation in the Research Module). This rule only applies to the research module and does not apply to the other three optional diploma modules (i.e., students can compensate in the other optional modules and progress to the Masters)

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.

The Postgraduate Certificate can be completed entirely by distance learning or through the traditional taught approach. 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.

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.

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

Students who wish to progress from a Diploma to a Masters must study either PAR-40045 or PAR-40041 (one of the two research modules) as one of their optional diploma modules and an either CLM-40083 or PAR-40065 (the dissertation or publication module). For a student to progress from the Diploma to Masters the student must achieve an outright pass in their research module (50% or above). If the student scores between 45 - 49%, this mark cannot be compensated to allow progression to Masters. If the student has sufficient marks to condone progression, they can compensate and be allowed to exit with a Diploma.

## Module Lists

### *Level 7*

Compulsory modules	Module Code	Credits	Period
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

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Selection and recruitment in healthcare	PAR-40031	15	Semester 2
Introduction to Research in Clinical Education (distance learning)	PAR-40045	15	Semester 2
Masters Dissertation in Faculty of Health	CLM-40083	60	Year 1
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
Publication of a clinical research project	PAR-40065	60	Year 1

## **Level 7 Module Rules**

Module choice:

- 5 optional modules must be selected. Students progressing to complete the Master's programme must select one of the introduction to research modules and either the dissertation or publication module.
- You must choose either: Introduction to Research in Clinical Education (PAR-40041) or Introduction to Research in Clinical Education (PAR-40045) (Distance Learning)
- You must choose either Masters Dissertation (CLM-40083) or Publication of a Clinical Research Project (PAR-40065)

## **Postgraduate Certificate Clinical Education (Distance Learning)**

<b>Compulsory module</b>	
Effective Clinical Teaching (PAR-40023)	30 credits
<b>Optional modules (take two from these three)</b>	
The Reflective Clinical Teacher (PAR-40021)	15 credits
Educational Leadership (PAR-40025)	15 credits
Effective Educational Supervision (PAR-40027)	15 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***

<b>Module in which delivered</b>	<b>Learning outcomes (see 'What you will learn' section above)</b>	<b>Principal form of assessment</b>
Introduction to Clinical Education (C) Effective Clinical Teaching (C)	1 - 14 A - F	e-portfolio
Teaching Methods and Theories of Learning in Clinical Education (C) Effective Clinical Teaching (C)	1, 2	Written assignment
Assessment in Clinical Education (C) Effective Clinical Teaching (C)	3 - 7	Presentation and written assignment
Educational Supervision and Feedback (C) Effective Clinical Teaching (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 or publication module	17 - 19	Written assignment

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
See table above	See above

## **8. Final and intermediate awards**

Students can be awarded the following qualifications within the programme:

<b>Master's in Clinical Education (MSc)</b>	180 credits	You will require at least 180 credits, of which, at least 150 credits must be at Level 7
<b>Postgraduate Diploma in Clinical Education</b>	120 credits	You will require at least 120 credits, of which, at least 90 credits must be at Level 7
<b>Postgraduate Certificate in Clinical Education</b>	60 credits	You will require at least 60 credits, of which, at least 40 credits must be 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 Module Handbooks. The pass mark is 50% for all modules.

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 level;
- 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/>

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 Programme 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 Programme Administrator is available to students by phone or email.
- Individual module leads are available via email contact.
- All students are given an Academic Development tutor from the teaching faculty:

### **Academic Development Tutor (Mentor)**

- 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 circumstances deem this necessary).
  - Meeting to be set up by student/mentor with programme 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 programme administrator, tutor and the student.

More information is available in the University's Academic Mentoring 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 KLE. Each module has a prescribed 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 School of Medicine.

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 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/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'

## 19. Annex - Programme-specific regulations

### Programme Regulations: Masters in Clinical Education

<b>Final Award and Award Titles</b>	Masters in Clinical Education
<b>Intermediate Award(s)</b>	Postgraduate Diploma in Clinical Education Postgraduate Certificate in Clinical Education
<b>Last modified</b>	n/a
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

## **B) VARIATIONS**

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

### **Variation 1:**

This programme varies from Regulation C7.5.4

Students will complete either the 60 credit dissertation or the 60 credit publication of a clinical education research project module.

### **Variation 2:**

This programme varies from Regulation C7.8.1d

Students completing the publication of a clinical education research project module will complete a number of smaller assessments and an article for publication which aligns with the allowed word limit of the publishing journal.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## **Version History**

### **This document**

**Date Approved:** 18 April 2023

### **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	2022/23	KIM SARGEANT	22 August 2022	
1	2021/22	CLIVE GIBSON		
1	2020/21	CLIVE GIBSON	08 September 2020	