

1 Awarding Institution
The University of Newcastle upon Tyne

2 Teaching Institution
As above

3 Final Award
Master in Clinical Education

4 Programme title
Clinical Education

5 Programme Accredited by:
N/A

6 UCAS Code
N/A

7 QAA Subject Benchmarking Group(s)
N/A

8 Date of production/revision
29/9/2003

9 Programme Aims:

This programme has been designed to provide qualified health care professionals with an opportunity to develop the advanced skills, conceptual understanding and knowledge necessary for effective clinical education in the context of their own teaching or training commitments and interests. The programme is set up to respond to students' learning needs as teachers and will help them explore the areas of educational theory which are of particular relevance to their practice.

The programme aims to develop in students

- 1 The skills of reflective practice
- 2 Detailed understanding of principles and practice relevant to teaching and learning in clinical education
- 3 Critical awareness of problems and issues in clinical education
- 4 A critical approach to teaching practices based on the best available evidence.
- 5 Ability to carry out and critically evaluate research in their area of special interest

10(a) Programme Intended Learning Outcomes:

A. Knowledge and Understanding

The programme provides opportunities for students to develop and demonstrate:

- A1 Understanding of educational models and theories relevant to how people learn in higher education and professional context
- A2 Understanding of the most appropriate methods for curriculum design, including methods for teaching, learning, assessing learning, evaluating teaching and identifying learning needs in clinical education
- A3 Understanding of the principles, strengths and weaknesses of specific educational approaches
- A4 Understanding of the strategies that can be employed to improve teaching practice
- A5 Advanced knowledge of current professional issues and academic debate in subject areas of special interest or professional relevance
- A6 Understanding of principles and practices of educational research relevant to health care
- A7 Knowledge of research skills appropriate to the investigation of clinical education phenomena and contexts
- A8 Mastery of a body of knowledge that is at the forefront of that subject in relation to an area of professional educational practice

B. Subject specific / professional skills

The programme provides opportunities for students to develop and demonstrate the ability to:

- B1 Select teaching strategies and teaching methods appropriate to adult learning in a clinical setting
- B2 Use a range of teaching methods efficiently and effectively
- B3 Apply strategies for improving teaching
- B4 Design a programme of learning and assessment for an individual or a group
- B5 Design learning materials
- B6 Evaluate programmes
- B7 Apply theoretical models and concepts to teaching practice
- B8 Use appropriate research procedures to investigate an educational event or phenomenon of professional relevance or interest

C. Cognitive skills

The programme provides opportunities for students to develop and demonstrate the ability to:

- C1 Evaluate critically current models and theories of learning and their relevance to education for the health care professions
- C2 Debate the relevance of different models / theories to their own practice
- C3 Critically evaluate methods used for teaching, assessment of learning and evaluation of teaching in their own practice
- C4 Critically appraise the educational and research literature from a range of research perspectives and apply these to areas of professional relevance and interest
- C5 Conceptualise approaches to educational research in order to support critical evaluation of research in an area of professional relevance
- C6 Critically evaluate their own research

C7 Gain new perspectives on and insights into established thinking

D. Key [transferable] skills

The programme provides opportunities for students to develop and demonstrate the ability to:

D1 Communicate effectively by means of well-prepared and presented concise, grammatical written documents

D2 Use library and other information sources skilfully and appropriately

D3 Plan, organise and prioritise work activities in order to meet deadlines

D4 Work independently

D5 Solve problems

D6 Identify personal continuing learning needs

D7 Identify strategies for meeting those needs using a learning plan

D8 Negotiate learning contracts that reflect learning needs

D9 Compile a portfolio of evidence that demonstrates learning and achievement of learning outcomes

D10 Undertake reflective and evidence based practice

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and understanding

A1-A3 are addressed through a mixture of lectures, small group discussion and classroom exercises, augmented by independent study, directed by the provision of reading lists, resource materials and by individual tutorial support. They are further developed through work based assignments. A3 is developed through focused reading, small group discussion, individual tutorials, feedback on observed teaching and personal reflection using a learning diary. A5 is addressed through small group discussion, tutorial guidance and independent study supported through the provision of reading lists and developed further through a work based assignment. A6-8 is taught via lectures, classroom exercises, small group discussion, directed reading and student projects which may include the production of a dissertation.

B Subject-specific/professional skills

B1-B7 largely taught using an experiential approach, which starts with classroom exercises and discussion and leads on to work based projects to practise and develop skills. Their study is informed by independent guided reading and draws on their learning in relation to A1-A4 particularly. Students receive tutorial guidance and feedback on observed teaching sessions where relevant. They also are encouraged to use a reflective diary to help in skill analysis and development. B8 is addressed through classroom exercises, tutorial support and guided independent reading leading on to the application of skills in a research project and preparation of a dissertation.

C Cognitive skills

All of these skills are developed through the teaching and learning strategies as described above. Independent study, guided reading and tutorial support are particularly important. Students gradually develop the skills in the course of carrying out their work based projects, producing

assessment portfolios and writing assignments. C4-C6 are particularly developed during the production of the dissertation.

D Key (transferable) skills

D1-D5 are developed through the requirement to carry out and produce written assignments for work based projects. Tutorial guidance aims to enhance these skills. D6-D10 are specifically addressed through classroom exercises, the use of a reflective diary, debriefing of observed teaching where relevant, individual tutorials and the production of a portfolio.

10(c) Programme Intended Learning Outcomes:

Assessment Strategy and Methods

A Knowledge and understanding

Knowledge and understanding are assessed formatively in classroom activities and tutorial discussion. Summative assessment is carried out through [1] the use of assessment portfolios where students produce evidence of their choosing to demonstrate achievement of learning outcomes – A2-A4; [2] written assignments – A1, A5-A7, A8; [3] a dissertation – A5-A8

B Subject-specific/professional skills

These are formatively assessed through classroom exercises, observed teaching sessions and individual tutorials. Summative assessment utilises [1] the use of assessment portfolios where students produce evidence of their choosing to demonstrate achievement of learning outcomes – B1-B7; [2] written assignments – B7; [3] a dissertation – B8

C Cognitive skills

All skills are formatively assessed in classroom discussion and individual tutorials. C1-C3 are summatively assessed through the assessment portfolios and written assignments. C4-6 are summatively assessed through the dissertation.

D Key (transferable) skills

These skills are formatively assessed in tutorials. D2-D5 are not summatively assessed independently, although all are indirectly assessed through the successful production of assessment portfolios and written assignments. D1 is assessed in the written assignments. D6-D10 are assessed in assessment portfolios.

11 Programme Curriculum, Structure, and Features:

This part-time taught programme has a modular structure. M level (masters' level) academic credits accrue for each module completed successfully. These credits build into one of three qualifications. Students can choose from a menu of options for each level of award.

Postgraduate Certificate in Clinical Education 60 credits

Postgraduate Diploma in Clinical Education 120 credits

Masters in Clinical Education 180 credits
 Most modules are worth 30 credits, with the Advanced Study Module being worth 60 credits. [30 credits = 300 hours of study]
 It may also be possible to select relevant modules from other taught post-graduate courses in the School of Medical Education or the School of Education, Communication and Language Sciences at Diploma level.
 The Certificate would normally be completed in 1 year.
 The Diploma would normally be completed in a minimum of 1 and a maximum of 2 years following the Certificate.
 The Master's Degree would normally be completed in a minimum of 1 and a maximum of 2 years following completion of Diploma. Students can choose to exit the programme with a Certificate or a Diploma once they have accrued sufficient credit.
 Progression from one level to the next is dependent upon accruing the appropriate number of credits. It is possible to enter the programme at any level with the appropriate academic credit for prior equivalent and relevant study.
 Certificate and Diploma modules are taught through a mixture of study days, work-based assignments and resource based learning. The Masters stage [Advanced Study module] involves the completion of a project dissertation, usually based on projects arising from and / or relevant to the student's educational practice and responsibilities. This requires the application of knowledge, practical, cognitive and transferable skills acquired through the taught aspects of the programme.

Units of Study		Credits	Learning outcomes
Postgraduate Certificate Modules			
Learning	[core]	30	A1, B7, C1-2, D1-5, D10
Teaching Methods	[op]	30	A2, A4, B1-B3, B5, C3, D1, D3 -7, D9-10
Planning a Programme of Learning	[op]	30	A2, A4, B4-6, C3, D1, D3-7, D9-10
Postgraduate Diploma Modules			
		Each 30	
Teaching Methods	[op]		A3, B1-3, B7, C3, D1-10
Planning a Programme of Learning	[op]		A3, B4-7, C3, D1-6, D9-10
Special Interest Module	[op]		A3, A5, B7, C4, D1-5, D8, D10
Problem based Learning	[op]		A3, A5, B1, B4-5, B7, C2-3, D1-6, D9-10
Research Methods [compulsory for progression to Advanced Study Module]			A6-7, B8, C4-5, D1-5
Masters Degree			
Advanced Study Module	[comp]	60	A6-8, B8, C4-7, D1-5

Note: The learning outcomes map to the modules as above in the sense that they are addressed partially or fully by the module. For some of the learning outcomes [those appearing for the modules at higher levels of award], we would not expect them to be fully achieved at the lower levels.

We expect that students completing the programme of study for a postgraduate certificate or diploma will have:

1 gained an understanding of how people learn in higher education and professional contexts and be able to evaluate critically current models of learning and their relevance to education for the health care professions;
2 demonstrated reflective practice through the analysis of significant learning events (critical incidents);
3 developed advanced knowledge and demonstrated evidence-based practice in subject areas of special interest or professional relevance.

In addition to the above, students completing the programme of study for a masters' degree will have:

1 developed research skills appropriate to the investigation of clinical education phenomena and contexts;
2 gained advanced knowledge of the current professional understanding and academic debate in one area of clinical education.

Successful completion of the postgraduate certificate should enable students to plan teaching and learning sessions; to teach and assess learning effectively; and to contribute to curriculum development in their subject area.

Successful completion of the postgraduate diploma should enable students to teach and assess learning effectively; to take a lead in curriculum design and development in their area of special interest; and to contribute to the national debate regarding best practice in education in this area.

Successful completion of the masters' programme should enable students to teach and assess learning effectively; take a lead in curriculum design and development; undertake education research; and contribute to the national and international debate regarding best practice in the education of health care professionals.

12 Criteria for Admission:

Entrance Criteria

This part-time programme is currently only suitable for members of the health professions practising in the UK who have concurrent clinical teaching or training responsibilities. Applicants will have a first degree related to their professional role.

Admissions policy

Prospective students must submit a completed application form with an associated proforma statement detailing their prior qualifications and experience and expected professional commitments, including teaching / training responsibilities. These will form the basis for admission decisions. Referees' comments contribute to this process.

Arrangements for non-standard entrants

Applicants who hold non-standard qualifications and who have relevant experience will be considered on an individual basis.

13 Support for Students and their Learning:

Induction

As all of the students on this programme will be studying on a part-time basis with full-time professional responsibilities elsewhere, the usual University pattern of induction is not practical. Each student is assigned a tutor, who meets them before the programme of study begins to orientate them to the University and the course. Information is also given in the Degree Programme Handbook to introduce students to the University Library and to indicate other available sources of information / advice. Any students who need help or guidance with any aspects of becoming / being a postgraduate student are advised to contact their tutor, the Course Secretary or Degree Programme Director in the first instance.

Study skills support

We arrange library training sessions with the Education liaison librarian for the Special Interest and Advanced Study Module students. Other training sessions, e.g. for I.T., are arranged as necessary

Academic support

Academic support is provided by individual tutors, supported where necessary by the module leader. Individual tutorials are an integral feature of the programme at all stages. Group tutorials are arranged when appropriate. Students can also contact the module leader or the Degree Programme Director directly for advice, if needed e.g. when deciding which option to choose.

Pastoral support

Students are informed of appropriate sources of support in the Degree Programme handbook. In practice, students often use their academic tutor or sources of support at their place of work.

Support for Special Needs

Students with special needs can call upon the services of the Disability Unit, which is drawn to their attention through the Degree Programme handbook.

Learning resources

The Robinson and Walton libraries provide a wide range of relevant books and journals. Access to the Medical and Education liaison librarians is provided.

Off-campus access to library resources is provided through the University Computing Service.

Study guides provide comprehensive and prioritised reading lists, handouts and self-study materials as well as details of web resources and relevant academic societies such as the Association for the Study of Medical Education [ASME]

Enthusiastic and committed staff provide a staff / student ratio of between 1:6 and 1:12 for taught components in addition to the 1 to 1 tutorials. Students are allocated an appropriate supervisor for the dissertation stage / Advanced Study Module.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

Modules are reviewed annually by the Degree Programme Director and Module leaders, using students' evaluations, staff's reflection on practice and the external examiner's report. Changes in clinical practice relevant to education are also taken into account, to ensure that the content remains fit for purpose.

Programme reviews

The programme is reviewed regularly by the Board of Studies' curriculum committee, which includes student representation, as well as course teachers and representation from the School of Education, Communication and Language Sciences. The aim is to enhance the programme and maintain its currency in the rapidly changing world of health professionals' practice, training and education. The curriculum committee also takes into account the comments from the Board of Examiners. The Board of Examiners deals with issues of assessment format, marking and grades. It is composed of course teachers and an external examiner.

External examiner reports

The external examiner's reports are considered by Curriculum committee and acted upon as appropriate.

Student evaluations

All module workshops are evaluated with a written questionnaire, gathering opinion on process and level of difficulty. All modules are evaluated with an end of module questionnaire. These gather opinion on course structure, process and content. Students are also advised through the degree programme handbook that they can provide feedback directly to tutors, module leaders or the Degree Programme Director, either verbally or in writing. On completion of the M.Clin.Ed programme, overall student feedback is assessed by a course evaluation questionnaire.

Feedback Mechanisms

Student evaluations are summarised by the module leader and discussed at Curriculum Committee. Actions taken as a result are fed back to the students via the student rep, who may also bring students' issues directly to the Curriculum Committee.

Faculty and University Review Mechanisms

The Curriculum Committee reports and is accountable to the Board of Studies [Graduate School Committee] for all taught programmes in the Faculty of Medical Sciences. The Board of Studies is responsible for monitoring and evaluating quality and standards and reports to the Faculty Teaching and Learning Committee and through them to the University Teaching and Learning Committee.

15 Regulation of Assessment

1 Assessment rules and Degree Classifications

At Certificate and Diploma level each module is assessed by either a portfolio of evidence of achievement of learning outcomes or by a written assignment, depending on the nature of the learning outcomes. Each module assessment counts for 30 academic credits. Criteria with descriptors are used to assign a Pass / Fail grade. There is no compensation across modules and no weighting is applied. All assessments are double marked internally and are sampled by the external examiner, who scrutinises all provisional fail or borderline candidates.

For the Masters Degree, students must gain an additional 60 credits awarded for the dissertation. Grade descriptors allow the degree to be awarded with Pass, Merit or Distinction. Those completing the Diploma modules successfully, but failing the Dissertation, will be awarded the Diploma of Clinical Education. The dissertation is marked by one internal and one external examiner.

Role of the External Examiner

The external examiner is selected as a distinguished academic with expertise in clinical education and will usually be a practising health professional. [S]he is appointed by Faculty Teaching and Learning Committee.

The external examiner's role is that of moderator. In order to do this, the external examiner:

- 1 Samples scripts and portfolios from across the range of grades and comments upon standards of marking.
- 2 Moderates marking where there has been any discrepancy between internal markers.
- 3 Examines dissertations.
- 4 Attends Board of Examiners' meetings
- 5 Reports to the University regarding standards and comparability of standards.

16 Indicators of Quality and Standards:

Professional Accreditation Reports

This course is not accredited by a specific professional body.

Internal Review Reports

This course has been introduced recently and has not yet undergone internal or external review.

Previous QAA Reports

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report