

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master in Clinical Education
4	Programme Title	Clinical Education
5	UCAS/Programme Code	Certificate 3019P Diploma 3384P Masters 5826P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Masters
9	Date written/revised	02.04.07

10 Programme Aims

This programme has been designed to provide its students with opportunities to develop a scholarly approach to clinical education and to acquire the expertise necessary for effective clinical education in the context of their own educational roles, responsibilities and interests.

The programme aims to:

- 1 Enable students to acquire advanced skills and knowledge so that they can contribute effectively to educational practice and the development of clinical education as a discipline.
- 2 Encourage a scholarly approach to the evaluation of established practice and educational initiatives, balancing receptiveness to new ideas with critical analysis.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The outcomes for Certificate, Diploma and Masters' stages are indicated as appropriate

Knowledge and Understanding

On completing the programme students will be able to:

- A1 use theories and principles underpinning clinical education to inform their own educational practice and the practice of others
A2 demonstrate advanced knowledge in specific areas of special interest or professional relevance (Diploma and Masters stages)

Teaching and Learning Methods

A1 is 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, with feedback on observed teaching sessions. They are further developed through work based assignments. A2 is addressed largely through independent, guided study and project work which includes written assignments that allow a focus on the students' areas of special interest in the optional Diploma modules and the production of a dissertation for the Masters' stage. These methods are complemented by lectures, classroom exercises and small group discussion. Individual supervision is provided for the dissertation project.

Assessment Strategy

Knowledge and understanding are assessed formatively in classroom activities and tutorial discussion. Summative assessment is carried out via a variety of written assignments.

Intellectual Skills
<p>On completing the programme students will be able to:</p> <p>B1 relate educational issues in clinical practice to a wider educational context B2 critically appraise theory, 'evidence' and empirical data as well as their own practice B3 take a strategic approach to their own identified educational needs and plan appropriately to address these needs B4 formulate arguments and engage in academic debate about educational research and educational practice (Diploma and Masters stages) B5 contest and contribute to the body of knowledge about clinical education (Masters' stage)</p>
Teaching and Learning Methods
<p>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, reflecting on practice with tutorial support and writing assignments. B5 is particularly developed during the production of the dissertation.</p>
Assessment Strategy
<p>All skills are formatively assessed in classroom discussion and individual tutorials. Summative assessment includes written assignments ranging from provision of learning plans and reflective accounts of practice to academic essays. B4 and B5 are also assessed through the dissertation (Masters' stage).</p>
Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1 design and deliver educational interventions C2 select the most appropriate educational strategies or methods for specified contexts C3 identify practical and methodologically robust design solutions to selected research questions (Masters' stage)</p>
Teaching and Learning Methods
<p>C1 and C2 are achieved largely by using an experiential approach, which starts with classroom exercises and discussion and leads on to work based projects to practise and develop skills. Learning is informed by independent guided reading. 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. C3 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.</p>
Assessment Strategy
<p>These skills are formatively assessed through classroom exercises, observed teaching sessions and individual tutorials. Summative assessment utilises assessment portfolios where appropriate i.e. students produce evidence of their choosing to demonstrate achievement of learning outcomes, written assignments and (for C3) a dissertation</p>
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 communicate effectively orally and in writing 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</p>
Teaching and Learning Methods

These skills are developed through the requirement to carry out and produce written assignments for work based projects. Tutorial guidance with the support of liaison librarians aims to enhance these skills. D1 is also addressed through classroom exercises. The course is deliberately designed in a way that requires students to address D3 and D4 throughout its duration.

Assessment Strategy

These skills are formatively assessed in tutorials and summatively assessed through the written assignments and dissertation. D3-D4 are not summatively assessed independently, although are indirectly assessed through the successful production of written assignments and the dissertation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This part-time taught programme has a modular structure. M level (masters' level) academic credits accrue for each module completed successfully. There are exit points for Certificate, Diploma and Masters':

Postgraduate Certificate in Clinical Education	60 credits
Postgraduate Diploma in Clinical Education	120 credits
Masters' in Clinical Education	180 credits

The usual duration of each stage is:

Certificate - 1 year.

Diploma - minimum of 1 and a maximum of 2 years.

Masters' Degree - minimum of 1 and a maximum of 2 years

Progression from one stage to the next is dependent upon accruing the appropriate number of credits. It is possible to enter the programme at any stage with the appropriate academic credit for prior equivalent and relevant study.

The modules available are:

Certificate stage

MED8005 Learning (compulsory)

MED8004 Planning a Programme of Learning

MED8003 Teaching Methods

Diploma stage

MED8004 Planning a Programme of Learning

MED8007 Problem Based Learning

MED8009 Research Methods (compulsory for progression to Masters)

MED8012 Special Interest

Masters' stage

MED8013 Advanced Study (dissertation project)

Modular structure:

Certificate: One compulsory module and one optional module (from 2). All 30 credits.

Diploma: Two optional modules (from 4 available, each 30 credits). For students wishing to progress to Masters' stage, one of these modules must be the Research Methods module.

Masters: One 60 credit module, based on a student project and dissertation.

Key features of the programme (including what makes the programme distinctive)

It may be possible to select alternative 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, at the discretion of the Degree Programme Director.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications

First degree, or equivalent qualification, in a healthcare profession or first degree from another relevant discipline. Applicants for the Diploma should have successfully completed the Certificate in Clinical Education at this institution or have an equivalent acceptable qualification from another institution

Applicants for the Masters' should have successfully completed the Diploma in Clinical Education at this institution or have an equivalent acceptable qualification from another institution

Admissions policy/selection tools

Selection is by written application, supported by appropriate references.

Non-standard Entry Requirements

Additional Requirements

All applicants must be actively involved in clinical education in the UK for the duration of the course.

Level of English Language capability

IELTS minimum level 7 in all domains is required.

14 Support for Student Learning

Induction

During the first week of the first semester new students attend an induction programme. New students will be given information about the School and their programme, as described in the Degree Programme Handbook. Students will be introduced to the on-line learning support system. New and continuing students are given detailed programme information and the timetable for relevant modules.

Study skills support

Students will develop further Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Students are explicitly tutored on their approach to individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below). Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Curriculum Committee (sub-committee of Graduate School Board of Studies) for the programme, which has nominated student representation.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance. Details of the personal tutor system can be found at

<http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English may be required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Curriculum Committee / Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Curriculum Committee / Board of Studies. Student opinion is sought at the Curriculum Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Curriculum Committee / Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Curriculum Committee / Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Curriculum Committee, and the Board of Studies.

Mechanisms for gaining student feedback

Feedback is channelled via the Curriculum Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Additional mechanisms

Periodically, past students are surveyed through an 'impact' questionnaire, which provides additional feedback on the programme.

16 Regulation of assessment

Pass mark

Grading descriptors indicate Pass / Fail marks, (with additional descriptors for Merit and Distinction for the dissertation stage). There is no compensation across modules and no weighting is applied.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination

Conventions for Taught Masters Degrees

(<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). There are reassessment opportunities, with certain restrictions.

Marking Scheme

Grading descriptors indicate Pass / Fail marks, (with additional descriptors for Merit and Distinction for the dissertation stage). From 2008, it is intended that Certificate and Diploma modules / stages will include the Merit and Distinction classification.

The Masters' degree can be awarded with Distinction or Merit. The final award takes into account performance at earlier stages of the programme.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers

- Moderate examination and coursework marking

- Attend the Board of Examiners

- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The School Website (see <http://www.ncl.ac.uk/medev/>)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Med8003		1	3	1,2	1,2,3,4
Med8004		1	3	1,2	1,2,3,4
Med8005	Compulsory	1	1,2		1,2,3,4
Med8007		2	4	2	1,2,3,4
Med8009	Compulsory for progression to Masters		4		1,2,3,4
Med8012		2	4	2	1,2,3,4
Med8013	Dissertation project	2	4,5	3	1,2,3,4