

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Master in Clinical Education
<b>4</b>	<b>Programme Title</b>	Clinical Education
<b>5</b>	<b>UCAS/Programme Code</b>	3019, 3384, 3410, 5826
<b>6</b>	<b>Programme Accreditation</b>	Pending accreditation with HEA
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written / revised</b>	01.04.2008 / December 2010

**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 should 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, classroom and on-line exercises, augmented by independent study, directed by the provision of reading lists, resource materials and by tutorial support, with feedback by tutors or peers on observed teaching sessions. They are further developed through work based assignments especially in the Learning in a Professional Context, Principles and Practice of Teaching and Understanding Curricula modules. The 'Utilising Technology in Clinical Education' module will be delivered as an on-line module so that students gain personal experience of on-line learning & teaching

**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 selected Diploma modules (Special Interest, Current Educational Issues and Utilising Technology in Clinical Education) and the production of a dissertation for the Masters' stage (Advanced Study Module). These methods are complemented by lectures and exercises as well as group discussion - both in the classroom and on-line. Individual supervision is provided for the dissertation project.

**Assessment Strategy**

**A1** Knowledge and understanding are assessed formatively in various activities and tutorial discussion, both in the classroom and online. Summative assessment is carried out via a variety of written and oral assignments, including essays, critical appraisal of published work, data interpretation and the Masters' dissertation. **A1** is assessed principally in Principles and Practice of Teaching, Learning in a Professional Context, Understanding Curricula and Special Interest modules. **A2** is assessed in Current Educational Issues, Special Interest, Utilising Technology in Clinical Education, Investigating Clinical Education and Advanced Study modules.

**Intellectual Skills**

On completing the programme students should be able to:

**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)

**Teaching and Learning Methods**

All of these skills are developed through the teaching and learning strategies as described above. Independent study, reflection on practice, guided reading and tutorial support (face-to-face & on-line) are particularly important. Students gradually develop these skills in the course of carrying out their work based projects, reflecting on practice with tutorial support and writing assignments. On-line activities, including discussion groups and exercises complement face to face contact and private study. **B1** is developed progressively in Learning in a Professional Context, Understanding Curricula, Current Educational Issues, Utilising Technology in Clinical Education and Advanced Study modules. **B2** is addressed in Learning in a Professional Context, Understanding Educational Research, Special Interest, Current Educational Issues, Utilising Technology in Clinical Education and Advanced Study modules. **B3** is addressed in Principles and Practice of Teaching and underpins the Special Interest module and Current Educational Issues. **B4** is developed in Understanding Educational Research, Investigating Clinical Education, Utilising Technology in Clinical Education and Current Educational Issues as well as through the dissertation during the Advanced Study module. **B5** is particularly developed during the production of the dissertation.

**Assessment Strategy**

All skills are formatively assessed in classroom discussion and individual tutorials. Summative assessment includes a range of written and oral assignments. **B1** is assessed in Learning in a Professional Context, Understanding Curricula, Utilising Technology in Clinical Education and Current Educational Issues modules as well as in the dissertation. **B2** is assessed in Learning in a Professional Context, Current Educational Issues, Special Interest, Utilising Technology in Clinical Education and Understanding Educational Research as well as the Advanced Study module. **B3** is assessed in Principles and Practice of Teaching, Utilising Technology in Clinical Education and Special Interest modules. **B4** is assessed in Understanding Educational Research, Investigating Clinical Education, Current Educational Issues, and in the dissertation. **B5** is assessed through the dissertation (Masters' stage).

**Practical Skills**

On completing the programme students should be able to:

**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)

**Teaching and Learning Methods**

**C1** and **C2** are achieved largely in Principles and Practice of Teaching, Learning in a Professional Context and Understanding Curricula 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 (individually, in groups and on-line) and feedback on observed teaching sessions. They also are encouraged to use a reflective diary to help in skills analysis and development. **C3** is addressed through classroom and on-line exercises, tutorial support (in person and on-line) and guided independent reading with application of skills in Investigating Clinical Education module and the dissertation project.

**Assessment Strategy**

These skills are formatively assessed through classroom exercises and individual tutorials in all the above mentioned modules. Formative assessment related to **C1 and C2** is also provided for observed teaching sessions in Principles and Practice of Teaching module. **C1** Summative assessment includes an assessment portfolio (i.e. students produce evidence to demonstrate achievement of module learning outcomes) for the Principles and Practice of Teaching module. **C2** is assessed within the assignments for Principles and Practice of Teaching, Learning in a Professional Context, Understanding Curricula and Utilising Technology in Clinical Education. **C3** is mainly assessed through the dissertation, but is also assessed in the Investigating Clinical Education module.

**Transferable/Key Skills**

On completing the programme students should be able to:

- 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

**Teaching and Learning Methods**

These skills are developed through the requirement to carry out work based or other experiential projects and produce written assignments or oral presentations based on this work. Tutorial guidance with the support of liaison librarians and the on-line LSE aims to enhance these skills. **D1** is also addressed through classroom exercises. **D2** is addressed initially through Induction sessions and later through specific library skills sessions as well as work for assignments, especially for the Special Interest and Investigating Clinical Education modules. The course is deliberately designed in a way that requires students to address **D3 and D4** throughout its duration.

**Assessment Strategy**

**D1-D2** These skills are formatively assessed in tutorials and summatively assessed through all oral and written assignments and the dissertation. **D3-D4** are not summatively assessed independently, although are indirectly assessed through the successful production of written assignments and the dissertation to required deadlines.

**12 Programme Curriculum, Structure and Features**

**Basic structure of the programme**

This taught programme has a modular structure and can be studied on a part-time or full-time basis. Principles and Practice of Teaching carries 20 level 6 credits. All other modules accrue level 7 (masters' level) academic credits. In addition, students are offered training in library and IT skills.

There are exit points for Certificate, Diploma and Master's degree:

Postgraduate Certificate in Clinical Education	60 credits
Postgraduate Diploma in Clinical Education	120 credits

Master in Clinical Education	180 credits
The full-time programme is studied over 1 postgraduate academic year.	
The usual duration of each stage for part-time students is: Certificate - 1 year. Diploma – 1 year Masters' stage – 1 year	
Progression from one stage to the next is dependent upon accruing the appropriate number of credits. It is possible to enter the programme at Diploma stage with the appropriate academic credit for prior equivalent and relevant study. Applicants may be eligible to apply for exemption from some modules, with the agreement of the DPD.	
The modules available are: <b>Certificate stage</b> (all modules are compulsory) MED8060 Learning in a professional context (core) MED8058 Principles and practice of teaching ( level 6) MED8061 Understanding curricula <b>Diploma stage</b> MED8062 Current educational issues (optional) MED8063 Investigating clinical education (compulsory for students progressing to Masters' stage; optional for P-T students planning to exit with the Diploma) MED8064 Understanding educational research (core) MED8065 Special interest (optional only for P-T students planning to exit with the Diploma. Not available for students planning to progress to Masters' stage) MED8067 Utilising Technology in Clinical Education (optional) <b>Masters' stage</b> MED8066 Advanced Study (core - dissertation project)	
Modular structure: Certificate: All 20 credits. Diploma: 3 modules, each 20 credits. Masters: One 60 credit module, based on a student project and dissertation.	
<b>Key features of the programme (including what makes the programme distinctive)</b>	
<ul style="list-style-type: none"> <li>The programme emphasises a practical approach to clinical education in the work-place, underpinned by an appropriate academic framework. Thus, wherever possible, modules provide the opportunity for students to pursue personal interests and to integrate learning on the course with work based projects and / or other activities relevant to their own context. The dissertation project is usually based on students' own ideas, with the programme team providing guidance on how to develop these ideas into a suitable dissertation project. In other cases, the programme team can provide suggestions for suitable projects.</li> </ul>	
<ul style="list-style-type: none"> <li>It may be possible to select alternative level 7 modules at Diploma stage from other taught post-graduate courses in the School of Medical Education or the School of Education, Communication and Language Sciences, at the discretion of the Degree Programme Director, if it is judged that such choices allow the learning outcomes of the programme to be achieved.</li> </ul>	
<b>Programme regulations (link to on-line version)</b>	
<a href="http://www.ncl.ac.uk/regulations/">http://www.ncl.ac.uk/regulations/</a>	
<b>13 Criteria for admission</b>	
<b>Entry qualifications</b> First degree, or equivalent qualification, in a healthcare profession or first degree from another relevant discipline.	

Part-time applicants for direct entry to the Diploma stage should have successfully completed the Certificate in Medical or Clinical Education at this institution or have an equivalent acceptable qualification from another institution at the discretion of the DPD.  
Part-time applicants for direct entry to the Masters' stage should have successfully completed the Diploma in Clinical Education at this institution.

#### ***Non-standard Entry Requirements***

Intercalating MBBS and BDS students must successfully complete the 4<sup>th</sup> year of their undergraduate programme at the first attempt before being admitted to the M Clin Ed programme.

#### ***Admissions policy/selection tools***

Selection is by electronic application (E2R), supported by appropriate references. It may be necessary to interview applicants.

#### ***Additional Requirements***

All part-time applicants should be actively involved in clinical education for the duration of the course.

#### ***Level of English Language capability***

IELTS minimum level 7 in all domains is required. Applicants with lower IELTS scores may be accepted provided they successfully complete a compulsory 10 week pre-sessional English language course administered by INTO Newcastle University Centre on behalf of Newcastle University.

### **14 Support for Student Learning**

All students are registered in the graduate school which has an excellent infrastructure to support postgraduate students and their learning.

#### ***Induction***

During the first week of the first semester new and continuing students attend an induction programme. New students will be given information about the School and the programme, as described in the Degree Programme Handbook. Students are introduced to the on-line learning support system (M Clin Ed Online) and have the opportunity to meet and question members of the course team. Students also have an opportunity to meet fellow students before the start of formal teaching. New and continuing students are given detailed programme information and the timetable for relevant modules. The liaison librarians (medical and education) provide additional sessions as appropriate.

#### ***Study skills support***

Students will further develop personal transferable skills, including study skills, as outlined in the programme specification. Students are explicitly tutored on their approach to individual projects.

Help with academic writing is available from the Writing Centre. Details can be obtained from [Alicia.Cresswell@ncl.ac.uk](mailto:Alicia.Cresswell@ncl.ac.uk)

Numeracy support is available through Maths Aid. Further details are available at: [http://www.ncl.ac.uk/library/news\\_details.php?news\\_id=159](http://www.ncl.ac.uk/library/news_details.php?news_id=159)

#### ***Academic support***

The initial point of academic contact for a student is the M Clin Ed-online discussion forum, the programme's learning support environment. Individual enquiries are dealt with via the student's personal tutor or in surgeries with a module leader. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme can be raised at the Curriculum Committee for the programme (a sub-committee of Graduate School Board of Studies), which has nominated student representation.

**Pastoral support**

Personal academic tutors may be able to provide guidance in relation to pastoral issues and would usually be the first point of contact for students. Students are informed that they can contact Module Leaders, the Degree Programme Director if preferred. The Degree Programme Handbook provides further guidance, including what to do if students wish to discuss changing their personal tutor for any reason. The University also 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/postgraduate/support/welfare>

**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. Both the medical and education liaison librarians are available to support students on this programme. See <http://www.ncl.ac.uk/postgraduate/support/facilities>

In addition, the School of Medical Science Education Development provides support for this programme through the customised learning support environment, MCLinEd-Online.

The University Computing Service provides comprehensive computing facilities for all students at many open access sites on campus, including provision for disabled access, with regular software upgrades. There is also remote access available to the Library and other services. All schools and most research groups provide computer access for postgraduate students.

The graduate school offers a student learning space with dedicated on-line computer facilities, a number of study rooms and social space for interaction with other postgraduate students.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided.

**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/postgraduate/support/disability.phtml>

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

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

**Programme reviews**

The Curriculum Committee conducts annual monitoring review of the degree programme and reports to Faculty Teaching and Learning Committee through Board of Studies (Graduate School Committee).

**External Examiner reports**

External Examiner reports are considered by the Curriculum Committee and Board of Studies (Graduate School). DPD responses to these reports are processed through Faculty Teaching and Learning Committee and reported to University Teaching & Learning Committee. External Examiner reports and responses are shared with institutional student representatives, through the Curriculum 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 School Teaching and Learning Committee via student representatives.

**Mechanisms for gaining student feedback**

Feedback is obtained via anonymous on-line questionnaires. Students are also encouraged to provide feedback via their personal tutors, module leaders or direct to the degree programme director. Reports on student feedback are channelled via the Curriculum Committee onwards to the Board of Studies and thus Faculty Teaching and Learning Committee.

**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](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. Targeted formal feedback from programme tutors (as well as informal feedback) is also sought periodically.

**16 Regulation of assessment****Pass mark**

Grading descriptors indicate Pass / Fail marks, with additional descriptors for Merit and Distinction decisions. No compensation is permitted.

Only under exceptional circumstances will part-time students failing more than 20 credits, at the first attempt in each stage, be allowed to progress to the next stage of the programme. The decision about progression will be made at the discretion of the Programme Team within a Module Moderation Board.

Full-time students failing more than 40 credits on the first attempt will only be permitted to undertake the Advanced Study module dissertation at the discretion of the Programme Team within a Module Moderation Board.

**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>).

**Marking Scheme**

Grading descriptors indicate Pass / Fail marks, with additional descriptors for Merit and Distinction. These are shared with students in the Degree programme handbook. The Certificate, Diploma and Master's degree can be awarded with Distinction or Merit. The final award takes into account performance at earlier stages of the programme, according to written guidelines for the programme.

**Role of the External Examiner**

External Examiners, distinguished members of the subject community, are appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiners are expected to:

- See and approve examination papers / assignments
- Moderate examination and coursework marking
- Participate in marking of dissertations and other assignments as agreed.
- 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/postgraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto: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
Learning in a professional context		1	1, 2	2	1,2,3,4
Principles and practice of teaching		1	3	1, 2	1,2,3,4
Understanding curricula		1	1	2	1,2,3,4
Current educational issues	Optional	2	1, 2, 4		1,2,3,4
Investigating clinical education	Optional for P-T students exiting at Diploma stage	2	4	3	1,2,3,4
Special interest	Optional for P-T students exiting at Diploma stage	1, 2	2, 3		1,2,3,4
Utilising Technology in Clinical Education	Optional	2	1, 2, 4	2	1,2,3,4
Understanding Educational research			2, 4		1,2,3,4
Advanced study module	Dissertation project	2	1, 2, 4, 5	3	1,2,3,4

Learning outcomes are addressed to varying degrees in different modules. It is expected that they will be fully achieved by the end of the relevant stage of the programme.