

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	3019P, 3384P, 3410P, 5826P/F, 3453P, 5849P
6	Programme Accreditation	The programme is accredited by the Higher Education Academy and The Northern Deanery.
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Date written / revised	01.04.2008 / October 2014

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. There are also two accelerated programmes for part-time students;

A Diploma accelerated programme where three 20 credit Certificate and three 20 credit Diploma modules are studied in one academic year.

A Masters accelerated programme where three 20 credit Diploma modules and one 60 credit Masters module are studied in one academic year. Students progress onto this programme from the Certificate, so the Masters is a total of 180 credits.

The usual duration of each stage for part-time students, unless studying on either of the accelerated programmes, 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:

Certificate stage (all modules are compulsory)

MED8060 Learning in a professional context (core)

MED8058 Principles and practice of teaching (level 6)

MED8061 Understanding curricula

Diploma stage

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) (Currently inactive)

MED8067 Utilising Technology in Clinical Education (optional)

Masters' stage

MED8066 Advanced Study Module (Part-Time Delivery) (core - dissertation project) (for P-T students only)

MED8069 Advanced Study Module (Full-Time Delivery) (core – dissertation project) (for F-T Masters students only)

Modular structure:

Certificate: All 20 credits.

Diploma: 3 modules, each 20 credits.

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

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

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.

Programme regulations (link to on-line version)

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

13 Criteria for admission***Entry qualifications***

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, and those applying for the Masters accelerated programme, 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 3rd or 4th 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

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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 (MENU) 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 learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

The initial point of academic contact for a student is the MENU discussion forum, the programme's learning support environment. Individual enquiries are dealt with via the student's assigned personal tutor or in surgeries with a module leader.

A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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.

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/library/about/>.

In addition, the School of Medical Education provides support for this programme through the customised learning support environment, MENU.

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 online 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.

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

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

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.

Programme accreditation

The Certificate Programme is accredited The programme is accredited by the Higher Education Academy and The Northern Deanery. These are 3 year cycles of accreditation.

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 and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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 (Part-Time Delivery)	Dissertation project	2	1, 2, 4, 5	3	1,2,3,4
Advanced study module (Full-Time Delivery)	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.