	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University - delivered at Newcastle University Medicine Malaysia (Nusajaya Campus) and online components from Newcastle University
3	**Final Award**	Master of Medical Education
4	**Programme Title**	Medical Education
5	**UCAS/Programme Code**	5850P, 3063P, 3454P, 3455P, 5850F
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	7
9	**Date written / revised**	July 2013/October 2014

10   Programme Aims

This programme has been designed to provide its students with opportunities to develop a scholarly approach to medical education and to acquire the expertise necessary for effective medical 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 medical 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. 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 medical 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

The programme is delivered using a blend of distance learning materials and online interactions with tutors and intensive blocks of study days (3 blocks per stage).
A1 is addressed through a mixture of lectures, small group discussion, and classroom and on-line exercises, augmented by independent study. These are directed by the provision of reading lists, resource materials and online tutorial support, with feedback by tutors or peers on micro-teaching sessions.

The outcomes are further developed through engagement with the work-based assignments. **A2** is addressed largely through independent work, guided study and project work, which include written assignments that focus on the students' areas of special interest in selected Diploma modules and the production of a dissertation for the Masters' stage. These methods are complemented by lectures, online tutorials and exercises, as well as online group discussion. Individual supervision is provided for the dissertation project.

Assessment Strategy

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 within the 'Teaching and Learning in the Classroom', 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Advancing Teaching and Learning' and 'Utilising Technology in Clinical Education' modules, where students are asked to apply theoretical constructs and practice principles to their practice as educators. **A2** is assessed in the 'Scholarship in Medical Education' (by critiquing the outputs of scholarly activity), 'Advancing Teaching and Learning' (by reviewing and critiquing literature related to curricula and/or educational practice), 'Current Educational Issues' (by reviewing the literature on a socio-cultural aspect of education of interest to them as practitioners), 'Utilising Technology in Clinical Education' (by reviewing the literature on a specific aspect of technology related to medical or educational practice), and the personal project within the '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 medical education (Masters' stage)

Teaching and Learning Methods

All of these skills are developed through independent study, reflection on practice, guided reading and online tutorial support. Students gradually develop these intellectual skills by carrying out their work-based projects, reflecting on practice with online tutorial support and by engaging with their assignments. Online activities, including discussion groups and exercises, complement face-to-face contact and private study. **B1 and B4** are developed specifically through classroom based exercises, discussions and debate. **B2** is developed by classroom exercises but also online exercises designed specifically to promote criticality. **B3** is predominantly addressed by preparing work-related assignments. **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 the 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Advancing Teaching and Learning', 'Utilising Technology in Clinical Education' and 'Current Educational Issues' modules as well as in the dissertation ('Advanced Study' module). **B2** is assessed in, 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Current Educational Issues', 'Utilising Technology in Clinical Education' and 'Scholarship in Medical Education', as well as the 'Advanced Study' module.

B3 is assessed in the 'Teaching and Learning in the Classroom', 'Teaching and Learning in the Workplace' 'Advancing Teaching and Learning' and 'Utilising Technology in Clinical Education' modules. **B4** is assessed in 'Scholarship in Medical Education', 'Current Educational Issues', and in the dissertation ('Advanced Study' module). **B5** is also 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 developed initially through classroom exercises and discussions. These activities lead on to work-based projects that allow the student to practise and develop these skills further. Learning is also informed by independent guided reading. Students receive online tutorial guidance (individually or in groups) as well as feedback on classroom-based observed teaching. They are also encouraged to use a reflective diary to help in skills analysis and its development. **C3** is addressed through classroom and online exercises, tutorial support and guided independent reading with the application of these skills specifically through the development of the dissertation project.

Assessment Strategy

The practical skills of **C1 and C2** are formatively assessed through classroom exercises and individual tutorials and specifically provided by the observed teaching sessions in the 'Teaching and Learning in the Classroom' module. **C1** summative assessment includes an assessment portfolio for the 'Teaching and Learning in the Classroom' module (students produce evidence to demonstrate achievement of module learning outcomes). Also, 'Teaching and Learning in the Workplace' asks for analysis of learners' learning needs and the implementation of strategies for the development of learners. The 'Advancing Teaching and Learning' module asks students to undertake a practice-based analysis and develop strategic plans for improving identified elements of the education process. **C2** is assessed within the assignments for 'Teaching and Learning in the Classroom' (via lesson planning), 'Teaching and Learning in the Workplace' (as described within C1) and 'Understanding Programmes of Learning' (by the analysis of curriculum). **C3** is mainly assessed through the dissertation ('Advanced Study' module), but is also assessed in the 'Scholarship in Medical Education' module.

Transferable/Key Skills

On completing the programme students should be able to:

D1 communicate effectively orally and in writing
D2 use e-library and other online 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 presentations based on this work. Online library tutorials and the Learning Support Environment aim to enhance these skills. **D1** is also addressed through classroom exercises, online exercises and the discussion forum.

D2 is addressed initially through induction sessions and later through online specific library skills sessions as well as work for assignments. 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 assignments and the dissertation. **D3-D4** are not summatively assessed independently, although they are indirectly assessed through the successful production, to required deadlines, of written assignments and the dissertation.

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 on a full-time basis. The modules offered at Certificate (see below) are also offered as stand-alone modules. 'Teaching and Learning in the Classroom' carries 20 level 6 credits. All other modules accrue Level 7 (Masters' level) academic credits. In addition, students are offered online training in library and IT skills.

There are exit points for Certificate, Diploma and Master's degree:
Postgraduate Certificate in Medical Education   60 credits
Postgraduate Diploma in Medical Education   120 credits
Master in Medical Education   180 credits

The full-time programme is studied over one postgraduate academic year.

Currently, only the Certificate is available.

The usual duration of each stage for part-time students is:
Certificate - 1 year.
Diploma – 1 – 2 years
Masters' stage – 1 – 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 the 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 from the DPD.

The modules available are:
Certificate stage (also available in stand-alone mode)
MEM8058 'Teaching and Learning in the Classroom' (level 6) (core)
MEM8060 'Teaching and Learning in the Workplace' (level 7) (compulsory)
MEM8061 'Understanding Programmes of Learning' (level 7) (compulsory)
Diploma stage
MEM8065 'Advancing Teaching and Learning' (level 7) (compulsory)
MEM8064 'Scholarship in Medical Education' (level 7) (core)
MEM8062 'Current Educational Issues' (level 7) (optional)
MEM8067 'Utilising Technology in Clinical Education' (level 7) (optional)
Masters' stage
MEM8066 'Advanced Study Module – Part-time study' (level 7) (core - dissertation project)
MEM8069 'Advanced Study Module – Full-time study' (level 7) (core - dissertation project)

Modular structure:
Certificate: All the 20 credit modules available for this stage.
Diploma: Certificate modules plus three modules, each 20 credits.
Masters: Certificate and Diploma modules plus one 60 credit module, based on a student project and dissertation.

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

- This programme represents a unique opportunity for students to study on a UK accredited programme whilst continuing in their vocational role in their home country.
- Using a blended approach to delivery, the design of the programme makes it practicable for those in full-time employment to gain a Certificate, Diploma or Master's award. The programme combines face-to-face contact with educators in the 'state-of-the-art' facilities of Newcastle University Medicine, Malaysia, as well as supporting students at a distance using online activities and resources specifically designed for the programme. The Certificate stage modules are also offered as stand-alone modules so that individuals may select topics of interest before committing to a programme of study. This will ensure a flexible entry onto the programme.

- In terms of content, the programme emphasises a practical approach to medical education in the work-place, underpinned by an appropriate academic framework for those studying at Level 7. Thus, where 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/

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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 should have successfully completed the Certificate in Medical or Clinical Education from Newcastle University or have an equivalent acceptable qualification from another institution. The acceptability of these awards will be at the discretion of the DPD.
Part-time applicants for direct entry to the Masters' stage should have successfully completed the Diploma in Medical or Clinical Education at Newcastle University.

Non-standard Entry Requirements
Intercalating medical students must successfully complete the 3rd or 4th year of their undergraduate programme at the first attempt before being admitted to the M. Med.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 medical education for the duration of the course.

Level of English Language capability
The programme is taught and assessed in English. All applicants who are not native speakers of English will have to provide evidence of English language ability. The minimum level of English language ability for entry onto the programme is IELTS 7.0 in all domains. Other University approved tests or evidence will also be considered.

Additional Requirements

- Access to a web-cam, microphone and desk-top or lap-top computer with broadband connection and modern web-browser that permits the viewing of videos.
- All documents submitted for assignment or part of an assignment must be in English.

14	Support for Student Learning

An administrator within Newcastle University Medicine, Malaysia will direct students to sources of support and help within the academic team in the UK or to the administration team at Newcastle. Advice for students on 'who to go to' is also contained within the learning support environment and Programme Handbook.

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

Induction
Before the first module begins students will undertake an online induction programme. The online induction imparts information about the programme and is available for students to revisit throughout the year. Via this route, students are also introduced to the on-line learning support system and have the opportunity to meet (virtually) members of the course team. Log-in times and duration of activity will automatically be recorded for each student.

Students are sent detailed programme information and the timetable for relevant modules by email. Personal timetables are also available on the LSE. The liaison librarians (medical and education) at Newcastle provide additional online support as appropriate.

In addition, the beginning of the first study-day for each stage is given over to induction and orientation.

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 support
The initial point of academic contact for a student is the Module Leader via the discussion forum on the programme's learning support environment, which is monitored closely by academic staff. Individual support is dealt with via the student's UK-based personal tutor or at online 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 by the student at the Board of Studies for the programme which has nominated student representation, or at the Staff-Student Committee. The student representative will attend the Curriculum Committee by means of teleconferencing. Student representatives will gather information from peers via online forums to ensure a representative view.

Pastoral support
All students are assigned a personal tutor. Personal academic tutors (based in Newcastle University, Newcastle upon Tyne) provide guidance in relation to pastoral issues and would usually be the first point of contact for students for this type of support. Students are informed at induction that they can contact Module Leaders, or the Degree Programme Director if preferred. The degree programme handbook provides further guidance for students, including what to do if they wish to discuss changing their personal tutor for any reason.

Students are encouraged to contact their personal tutors by telephone, Skype, email or video-conference.

Student progress on the programme is carefully monitored by reviewing attendance at study-days and PEC submissions and any personal issue or issue related to performance is picked up quickly. If needed, the students may be able to contact the services of the Student Wellbeing Service at Newcastle University.

Postgraduate services are publicised via the Learning Support Environment and also within the programme handbook. (http://www.ncl.ac.uk/postgraduate/support/wellbeing.htm.)

Learning resources
The main access to learning resources is via the programme's customised learning support environment, which acts as a portal to all University online services including the library (online journals, e-books, online tutorials, help etc.). Further resources (core text not available electronically) will available at the library, Newcastle University Medicine, Malaysia.

Along with electronic access to the Newcastle University Library and other Newcastle University services, whilst attending study-days students may also utilise the computing and library facilities available at the Newcastle University Medicine, Malaysia campus.

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.

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.

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

Pass Mark
Programme 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 is made at the discretion of DPD within a Module Moderation Board and in consultation with Module Leaders.

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 DPD within a Module Moderation Board and in consultation with Module Leaders.

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
The Programme utilises the Merit, Satisfactory, Borderline, Unsatisfactory (MSBU) marking scheme for grading module assignments, where grading descriptors differentiate between the various grades. All grade descriptors are presented within an assessment pro-forma and accessible to students via the Learning Support Environment. Both the assessment pro-forma and grade descriptors are also available within each of the module study-guides.

Role of the External Examiner
External Examiners, distinguished members of the subject community, are appointed by Faculty Learning, Teaching and Student Experience Committee, after recommendation from the Programme Board of Studies. The External Examiners are expected to:
       See, comment on and approve examination papers / assignments
       Moderate examination and coursework marking
       Attend the Board of Examiners
       Report to the University on the standards of the programme

The Board of Examiners is held in Newcastle University, Newcastle upon Tyne.

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**
Teaching & Learning in the Classroom	Core	1	3	1, 2	1,2,3,4
Teaching & Learning in the Workplace	Compulsory	1	1, 2, 3	1,2	1,2,3,4
Understanding Programmes of Learning	Compulsory	1	1, 2	2	1,2,3,4
Scholarship in Medical Education	Core	2	2, 4	3	1,2,3,4
Advancing Teaching & Learning	Compulsory	1, 2	1, 2, 3	1, 2	1,2,3,4
Current educational issues	Optional	2	1, 2, 4		1,2,3,4
Utilising Technology in Clinical Education	Optional	1, 2	1, 2,3		1,2,3,4
Advanced study module	Dissertation project (Core)	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.