



**1. Programme title(s) and code(s):**

- a) MSc in Clinical Education
- b) Postgraduate Certificate in Clinical Education
- c) Postgraduate Diploma in Clinical Education
- d) [HECOS Code](#)

HECOS CODE	%
100507	100

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:**

Full-time or Part-time

**b) Type of study:**

Campus-Based

**4. Registration periods:**

The normal periods of registration are:

- MSc in Clinical Education is one year (full time) and 34 months (part time).
- PGDip in clinical education is 22 months (part time)
- PGCert in clinical education is 9 months (part time)

The maximum periods of registration are:

- MSc in Clinical Education is 2 years (full time) and 46 months (part time).
- PGDip in Clinical Education is 34 months (part time).
- PGCert in Clinical Education is 21 months (part time).

**5. Typical entry requirements:**

Either a Bachelor's degree (or equivalent qualification) in a clinical discipline, in which the person is actively practicing, and holds appropriate professional registration or licensing

Or a Bachelor's degree in another subject with evidence of recent experience and/or current involvement in clinical education.

Applications from registered healthcare professionals without an undergraduate degree but who can demonstrate relevant experience will be considered on the basis of their individual merits.

**6. Accreditation of Prior Learning:**

Applicants are able to gain accreditation for prior learning in related disciplines through transferring postgraduate credits (for example, those gained through the University of Leicester's Postgraduate Certificate in Academic Practice or variants thereof).

**When transferring into the PGDip or MSc programme:** students may be eligible to transfer up to 60 credits under the university's rules on Accreditation of Prior Learning.

**When transferring into the PGCert programme:** applicants may be eligible to transfer up to 30 credits under the university's rules on Accreditation of Prior Learning.

In line with University senate regulation 2.48, students will be responsible for providing evidence to support their application for Accreditation of Prior Learning. This prior learning will be 'graded' in line with the requirements of senate regulation 2.54 so that their ultimate degree classification will be determined as if they had obtained these credits within the University of Leicester.

If students wish to register for a different intended award (e.g. to move from the PGCert to PGDip or MSc) they would be required to indicate this before they accumulate 50% of the taught credits of the new intended award.

## 7. Programme aims:

The programme supports learners to become:

- effective clinical teachers who can evaluate and apply theory across a wide range of teaching and learning roles and responsibilities.
- effective educational scholars who can generate, synthesise and apply theory and empirical evidence
- future educational leaders with foundational skills that can be used in policy and strategic roles in clinical education.

## 8. Reference points used to inform the programme specification:

- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Learning Strategy
- University Assessment Strategy
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- QAA Guidance - Characteristics of a Masters Level Programme

In addition, the programme specification has been developed with reference to the Academy of Medical Educators' Standards and recognizes the recommendations of professional bodies (e.g. General Medical Council, Nursing and Midwifery Council and Health and Care Professions Council).

Once the course starts, external examiner reports and student destinations data will be used to maintain the quality of the provision.

## 9. Programme Outcomes:

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>Knowledge</b>		
<i>Postgraduate certificate:</i> Apply principles and good practice in teaching and learning.	Remote lectures, interactive small group teaching, guided self-directed learning and opportunities to participate and/or observe practice.	Written assignments. Teaching observation. Oral presentations. Reflective log/diary.
Describe appropriate feedback models.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assessments. MCQ/VSAQ.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<i>PGDip:</i> Understand principles and good practice in assessment and curriculum design.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignments. Written design task. Poster presentation.
Justify good practice in recognising and supporting learners in difficulty or with additional needs.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignment.
<b>Concepts</b>		
<i>Post Graduate Certificate, Post Graduate Diploma:</i> Evaluate and apply educational and psychological theory underpinning clinical education to educational roles.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignments. Teaching observation. Oral presentations. Design task.
<i>MSc:</i> Evaluate and apply educational and psychological theory to a specialist dissertation topic in clinical education.	Dissertation supervision.	Dissertation
Describe how clinical education is framed within the wider societal, legal and political context.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assessments.
<i>Postgraduate Diploma and MSc:</i> Apply research, evaluation and quality improvement methods in clinical education.	Remote lectures, interactive small group teaching, guided self-directed learning. Dissertation supervision.	Research protocol. Critical appraisal task. Quality improvement protocol. Institutional board report. Dissertation.
<b>Techniques</b>		
<i>Postgraduate certificate:</i> Design and facilitate large and small group teaching, and technology enhanced learning	Remote lectures, interactive small group teaching, guided self-directed learning.	Teaching observation. Oral presentation. Case study report.
<i>Postgraduate diploma:</i> Design a simple assessment	Remote lectures, interactive small group teaching, guided self-directed learning.	Written report.
<i>Postgraduate diploma:</i> Design a simple curriculum	Remote lectures, interactive small group teaching, guided self-directed learning.	Written design task.
<b>Critical analysis</b>		
Using appropriate theory, be able to conduct a critical analysis of teaching and learning activities, assessments and curricula.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignments. Critical appraisal task.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Adopt a critical and reflexive approach to one's own role and activities as a clinical educator, reflecting professional values and modifying approaches and behaviours when indicated.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignments. Reflective essays. Reflective diary/logs.
<b>Presentation</b>		
Construct coherent written arguments and present work in a professional manner.  <i>Postgraduate certificate:</i> Give engaging presentations to small and large groups as part of teaching and learning, making appropriate use of technology and learner interaction.	Remote lectures, interactive small group teaching, guided self-directed learning. Dissertation supervision.	Written assignments. Oral presentations. Dissertation.  Teaching observation.
<b>Appraisal of evidence</b>		
Appraise educational literature using a critical approach, applying appropriate theory, frameworks and methods.	Remote lectures, interactive small group teaching, guided self-directed learning. Dissertation supervision.	Written assignments. Critical appraisal task. Dissertation.
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
<i>Post Graduate Certificate:</i> Appraise educational literature using a critical approach, applying appropriate theory, frameworks and methods.  <i>Post Graduate Diploma:</i> Appraise selected educational literature and evaluate ethical and methodological issues.  <i>MSc:</i> Formulate own research proposal informed by a review of appropriate literature and plan and undertake the work.	Remote lectures, interactive small group teaching, guided self-directed learning.          Dissertation supervision.	Written assignments.          Critical appraisal task.       Dissertation.
<b>Communication skills</b>		
<i>Postgraduate certificate:</i> Communicate, using appropriate means, with learners in small and large groups in a manner which supports learning.	Remote lectures, interactive small group teaching, guided self-directed learning.	Teaching observation. Oral presentation.
<b>Data presentation</b>		
<i>Postgraduate diploma/MSc:</i> Present findings, analyses, recommendations and reflections in a clear and coherent manner.	Remote lectures, interactive small group teaching, guided self-directed learning. Dissertation supervision.	Written assessments. Oral presentations. Dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Information technology</b>		
Make appropriate use of technology in the practice and scholarship of clinical education.	Focus of the “practice learning, technology and teams” and the “Innovation, quality, research and evaluation” modules, through remote lectures, interactive small group teaching, guided self-directed learning.	Case study report (for practice).  Written assignments, oral presentations, dissertation (for delivery)
<b>Problem solving</b>		
Apply educational theory and empirical evidence to new educational situations and challenges, demonstrating a critical and reflective approach.	Recurring theme across all modules, through remote lectures, interactive small group teaching, guided self-directed learning and opportunities to observe/participate in teaching.  Dissertation supervision.	Written assignments. Case study report. Written design report. Oral presentations.
<b>Working relationships</b>		
Explore the professional values and relationships that underpin supportive clinical education (including commitment to lifelong, self-regulated learning, and equality, diversity and inclusion).	Professional values and relationships are woven into each module, including relationships with learners, colleagues and other stakeholders, through remote lectures, interactive small group teaching, guided self-directed learning and opportunities to observe/participate in teaching.	Written assignments. Reflective log/diary.
<b>Managing learning</b>		
Organise time and personal resources to meet deadlines, taking responsibility as a self-directed learner for recognising areas for improvement and professional growth.	This will be addressed at induction, through personal tutors and question and answer sessions throughout the course.	Dissertation plan. Written assignments.
<b>Career management</b>		
Recognise the range of future career options in practice and/or scholarship of clinical education, including links to further study and opportunities for networking.	Students will have access to the university careers service and will meet a range of clinical educators during the course who will provide mentorship and advice.	Not formally assessed.

## 10. Special features

Students will have the opportunity to work on their dissertation, with an appropriate project supervisor, supported by the module lead. This can be done locally, within their own organization, or, for suitable projects, in collaboration with other health or educational institutions involved in clinical education.

Students will have the opportunity to work towards an appropriate level of Fellowship of the Higher Education Academy.

## 11. Indicators of programme quality

The course has been developed with reference to the benchmarks and policies listed above.

The course convenor will oversee quality assurance and enhancement for the programme, supported by module leads who will meet regularly.

Student representatives will meet regularly with the teaching team.

Moderation and standard setting for assessments will be undertaken in line with university policies and procedures.

An external examiner will be appointed and external advisors have contributed to the development of the course.

#### **12. Scheme of Assessment:**

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

#### **13. Progression points**

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress, they will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

Such intermediate awards would be either the *Postgraduate Certificate* or *Postgraduate Diploma* (for students registered on the MSc Programme); or the *Postgraduate Certificate* for those registered on the PGDip programme.

#### **14. Rules relating to re-sits or re-submissions:**

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

#### **15. External Examiners reports**

These will be provided once available.

#### **16. Additional features** (e.g. timetable for admissions)

No specific additional information is provided at this stage.

## Appendix 1: Programme structure (programme regulations)

Module code	Module title	Semester	Credits
MD7051	[PGCert] Principles of Clinical Education [1]	1	15
MD7052	[PGCert]] Individuals and Groups [2]	1	15
MD7053	[PGCert] Practice learning, inter-professional education and technology [3]	2	30
MD7054	[PGDip] Innovation, quality, research and evaluation [1]	1-2	30
MD7055	[PGDip] Assessment in Clinical Education [2]	2	15
MD7056	[PGDip]Curriculum design [3]	2	15
MD7060	Dissertation	Year long	60

In the table above [PGCert] and [PGDip] before the module title indicates that it would be studied at Postgraduate Certificate and Postgraduate Diploma level respectively. The numbers after the module titles indicate the normal sequence in which the modules will be undertaken within these programmes.

## Appendix 2: Module specifications

See [module specification database](#)