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

   a) Intercalated iMSc in Clinical Education †
      † Postgraduate Certificate and Postgraduate Diploma are exit awards only

   b) HECOS Code

HECOS CODE	%
100507	100

2. **Awarding body or institution:**

University of Leicester

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

   Full-time

   b) Type of study:

   Campus-Based

4. **Registration periods:**

The normal period of registration for the Intercalated MSc in Clinical Education is 11 months.

The maximum period of registration for Intercalated MSc in Clinical Education is 24 months.

These are consistent with the periods of registration of other intercalated Masters programmes offered by the University of Leicester and accommodates the need for students to be able to resume their MBChB (or equivalent programme) at the end of the iMSc.

5. **Typical entry requirements:**

Successful completion of Y3 of an MBChB or equivalent programme, within the top nine deciles. Applications from students in the bottom decile may be considered in individual circumstances after discussion with the course convenor.

6. **Accreditation of Prior Learning:**

Not applicable

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?
(a) Discipline specific knowledge and competencies		
Knowledge		
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.
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.
Concepts		
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.
Evaluate and apply educational and psychological theory to a specialist dissertation topic in clinical education.	Dissertation supervision.	Dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
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.
Techniques		
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.
Design a simple assessment	Remote lectures, interactive small group teaching, guided self-directed learning.	Written report.
Design a simple curriculum	Remote lectures, interactive small group teaching, guided self-directed learning.	Written design task.
Critical analysis		
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.
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.
Presentation		
Construct coherent written arguments and present work in a professional manner.

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 assigments. Oral presentations. Dissertation. Teaching observation. |
| **Appraisal of evidence** | | |
| 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. |

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
and content	*(b) Transferable skills*	
Research skills		
Appraise educational literature using a critical approach, applying appropriate theory, frameworks and methods, and evaluate ethical and methodological issues.	Remote lectures, interactive small group teaching, guided self-directed learning.	Written assignments. Critical appraisal task.
Formulate own research proposal informed by a review of appropriate literature and plan and undertake the work.	Dissertation supervision.	Dissertation.
Communication skills		
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.
Data presentation		
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.
Information technology		
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)
Problem solving		
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.
Working relationships		
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing learning		
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.
Career management		
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 or, in 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 exit awards would be either the *Postgraduate Certificate* or *Postgraduate Diploma* which would be awarded subject to satisfactory performance in the relevant taught modules for these qualifications (as detailed in appendix 1 below) and consistent with the principles described in senate regulation 6.2 and 6.12.

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)

Updates to the programme

Academic year affected	Module Code(s)	Update

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

Where a Postgraduate Certificate is to be awarded as an exit award and a student has attempted taught modules to a value greater than or equal to 60 credits, the modules annotated [PGCert] above shall be used to determine the award in accordance with senate regulation 6.

Where a Postgraduate Diploma is to be awarded as an exit award and a student has attempted modules to a value greater than or equal to 120 credits, the modules annotated [PGCert] and [PGDip] above shall be used to determine the award in accordance with senate regulation 6."

Appendix 2: Module specifications

See module specification database