



**Programme Specification (Postgraduate)**

**FOR ENTRY YEAR: 2024/25**

Date created: 07/06/20 Last amended: 18/04/2024

Version no. 1 Date approved by EQED: N/A

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

- MSc in Clinical Education (full time)
- MSc in Clinical Education (part time)
- PGDip in Clinical Education (part time)
- PGCert in Clinical Education (part time)

**a) [HECOS Code](#)**

HECOS Code	%
100507	100%

**2. Awarding body or institution:** University of Leicester

**3. a) Mode of study**

- MSc Full-time | Part-time
- PGDip Part-time
- PGCert Part-time

**b) Type of study**

Campus-based

**4. Registration periods:**

**MSc in Clinical Education (full time)**

The normal period of registration is 1 year  
The maximum period of registration 2 years

**MSc in Clinical Education (part time)**

The normal period of registration is 2 years and 10 months (34 months)  
The maximum period of registration 3 years and 10 months (46 months)

**PGDip in Clinical Education (part time)**

The normal period of registration is 1 year and 10 months (22 months)  
The maximum period of registration 2 years and 10 months (34 months)

**PGCert in Clinical Education (part time)**

The normal period of registration is 10 months  
The maximum period of registration 1 year and 10 months (22 months)

## 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.

**Or** 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 aims to support 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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [Education Strategy](#)
- [University Assessment Strategy](#) [log-in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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.

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### 9. Programme Outcomes

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

#### a) Discipline specific knowledge and competencies

##### i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Apply principles and good practice in teaching and learning.	Remote lectures, interactive small group teaching,	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisals). Teaching observation. Oral presentations.
Describe appropriate feedback models.	Remote lectures, interactive small group teaching,	<i>In addition to teaching methods,</i> Guided self-directed learning. Formative MCQ/VSAQ.	Written assignments (including critical/reflective appraisals).
Justify good practice in recognising and supporting learners in difficulty or with additional needs.	Remote lectures, interactive small group teaching	<i>In addition to teaching methods,</i> Guided self-directed learning, opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisals).
<i>PGDip and MSc:</i> Understand principles and good practice in assessment and curriculum design.	Remote lectures, interactive small group teaching	<i>In addition to teaching methods,</i> Guided self-directed learning, opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisals). Design tasks.

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Evaluate and apply educational and psychological theory underpinning clinical education to educational roles.	Remote lectures, interactive small group teaching,	<i>In addition to teaching methods,</i> Guided self-directed learning. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisals). Teaching observation. Oral presentations. Design tasks.
Describe how clinical education is framed within the wider societal, legal and political context.	Remote lectures, interactive small group teaching, guided self-directed learning.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisals).
<i>Postgraduate Diploma and MSc:</i> Apply research, evaluation and quality improvement methods in clinical education.	Remote lectures, interactive small group teaching.  <i>MSc - Dissertation supervision.</i>	<i>In addition to teaching methods,</i> Guided self-directed learning.	Design task – research project Quality improvement proposal  <i>MSc - Dissertation.</i>
<i>MSc:</i> Evaluate and apply educational and psychological theory to a specialist dissertation topic in clinical education.	Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Dissertation.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Design and facilitate large and small group teaching, and technology enhanced learning	Remote lectures, interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Teaching observation. Design tasks.
<i>PGDip and MSc:</i> Design a simple assessment	Remote lectures, interactive small group teaching, guided self-directed learning.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Design task.
<i>PGDip and MSc:</i> Design a simple curriculum	Remote lectures, interactive small group teaching, guided self-directed learning.	<i>In addition to teaching methods,</i> Guided self-directed learning. Structured reflection (using logs/diaries)	Design task.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Using appropriate theory, be able to conduct a critical analysis of teaching and learning activities, assessments and curricula.	Remote lectures, interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisal and critical appraisal tasks).
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.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisal).

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Construct coherent written arguments and present work in a professional manner.	Remote lectures, interactive small group teaching, guided self-directed learning. Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisal and quality improvement proposal). Oral presentations. Teaching observation. MSc - dissertation
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.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Oral presentations. Teaching observation.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Appraise educational literature using a critical approach, applying appropriate theory, frameworks and methods.	Remote lectures, interactive small group teaching, guided self-directed learning. <i>MSc</i> - Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisal and critical appraisal tasks).  <i>MSc</i> - Dissertation.

**b) Transferable Skills**

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Appraise educational literature using a critical approach, applying appropriate theory, frameworks and methods.	Remote lectures, interactive small group teaching,  <i>MSc</i> - Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisal and critical appraisal tasks).  <i>MSc</i> - Dissertation.
<i>PGDip and MSc:</i> Appraise selected educational literature and evaluate ethical and methodological issues.	Remote lectures, interactive small group teaching,  <i>MSc</i> - Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisal and critical appraisal tasks).  <i>MSc</i> - Dissertation.
<i>MSc:</i> Formulate own research proposal informed by a review of appropriate literature and plan and undertake the work.	Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Written assignments (including critical/reflective appraisal and critical appraisal tasks).  Design task – research project.  <i>MSc</i> - Dissertation.



ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Communicate, using appropriate means, with learners in small and large groups in a manner which supports learning.	Remote lectures, interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Teaching observation. Oral presentations.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
<i>PGDip and MSc:</i> Present findings, analyses, recommendations and reflections in a clear and coherent manner.	Remote lectures, interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice.	Written assignments (including critical/reflective appraisal and critical appraisal tasks). Oral presentations. Dissertation.

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Make appropriate use of technology in the practice and scholarship of clinical education.	Remote lectures, interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisal and critical appraisal tasks). Oral presentations.  <i>MSc - Dissertation</i>

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
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 and interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisal) Design tasks. Oral presentations.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Explore the professional values and relationships that underpin supportive clinical education (including commitment to lifelong, self-regulated learning, and equality, diversity and inclusion).	Recurring theme across all modules, through remote lectures and interactive small group teaching.	<i>In addition to teaching methods,</i> Guided self-directed learning and opportunities to participate and/or observe practice. Structured reflection (using logs/diaries)	Written assignments (including critical/reflective appraisal)

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
Organise time and personal resources to meet deadlines, taking responsibility as a self-directed learner for recognising areas for improvement and professional growth.	Induction. Question and answer sessions throughout the course.	<i>In addition to teaching methods,</i> through personal tutors and structured reflection (using logs/diaries)	All assignments, especially written assignments (including critical/reflective appraisal and critical appraisal tasks). Dissertation.

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:			
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 meet a range of clinical educators during the course who will provide mentorship and advice.	<i>In addition to teaching methods,</i> through personal tutors and 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. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

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.

### a) Course transfers

N/A

### b) Year in Industry

N/A

## 11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

## 12. 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 a range of opportunities, linked to their taught programme, to develop their practical teaching experience by shadowing and supporting educational activities for health care professional students within the College of Life Sciences, local teaching hospitals and GP practices. Students will be able to choose from a range of activities to complement their previous experience, educational roles and interests.

Students will be supported to work towards an appropriate category of recognition by the Higher Education Academy.

## 13. Indications 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 is appointed and external advisors have contributed to the development of the course.

#### **14. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required].

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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

Academic year	Module	Change
2024/25	MD7063 Supporting Students	New option module added

MSc in Clinical Education (full time)

**Level 7/Year 1      Delivery Year 2024/25    Intake Month September    Mode of Study Full Time Structure**

#### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	60 credits	30 credits
Optional	n/a	n/a	30 credits

180 credits in total (120 taught and 60 dissertation)

Core modules

Delivery period	Code	Title	Credits
Semester 1	MD7057	Principles and Practice of Clinical Education	30 credits
Semester 1	MD7054	Innovation, Quality, Research and Evaluation	30 credits
Semester 2	MD7055	Assessment in Clinical Education	15 credits

Delivery period	Code	Title	Credits
Semester 2	MD7056	Curriculum Design	15 credits
Year long	MD7060	Dissertation	60 credits

Option modules (choose two)

Delivery period	Code	Title	Credits
Semester 2	MD7059	Practice-based learning [optional]	15 credits
Semester 2	MD7058	Inter-professional education [optional]	15 credits
Semester 2	MD7062	Technology-enhanced learning [optional]	15 credits
Semester 2	MD7063	Supporting Students	15 credits

**Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students can choose two units from this list.

## MSc in Clinical Education (part time)

**Level 7/Year 1      Delivery Year 2024/25    Intake Month September    Mode of Study Part Time Structure**

### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	n/a
Optional	n/a	n/a	30 credits

60 credits in total (taught)

### Core modules

Delivery period	Code	Title	Credits
Semester 1	MD7057	Principles and Practice of Clinical Education	30 credits

### Option modules (choose two)

Delivery period	Code	Title	Credits
Semester 2	MD7059	Practice-based learning [optional]	15 credits
Semester 2	MD7058	Inter-professional education [optional]	15 credits
Semester 2	MD7062	Technology-enhanced learning [optional]	15 credits
Semester 2	MD7063	Supporting Students	15 credits

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students can choose two units from this list.



**Level 7/Year 2      Delivery Year 2025/26    Intake Month September    Mode of Study Part Time Structure**

**Credit breakdown**

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits
Optional	n/a	n/a	n/a

60 credits in total (taught)

**Core modules**

Delivery period	Code	Title	Credits
Semester 1	MD7054	Innovation, Quality, Research and Evaluation	30 credits
Semester 2	MD7055	Assessment in Clinical Education	15 credits
Semester 2	MD7056	Curriculum Design	15 credits

**Level 7/Year 3      Delivery Year 2026/27    Intake Month September    Mode of Study Part Time Structure**

**Credit breakdown**

Status	Year long	Semester 1	Semester 2
Core	60 credits	n/a	n/a
Optional	n/a	n/a	n/a

60 credits in total (dissertation)

**Core modules**

Delivery period	Code	Title	Credits
Year long	MD7060	Dissertation	60 credits

## Postgraduate Diploma in Clinical Education

**Level 7/Year 1      Delivery Year 2024/25    Intake Month September    Mode of Study Part Time Structure**

### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	n/a
Optional	n/a	n/a	30 credits

60 credits in total (taught)

### Core modules

Delivery period	Code	Title	Credits
Semester 1	MD7057	Principles and Practice of Clinical Education	30 credits

### Option modules (choose two)

Delivery period	Code	Title	Credits
Semester 2	MD7059	Practice-based learning [optional]	15 credits
Semester 2	MD7058	Inter-professional education [optional]	15 credits
Semester 2	MD7062	Technology-enhanced learning [optional]	15 credits
Semester2	MD7063	Supporting Students	15 credits

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students can choose two units from this list.

**Level 7/Year 2      Delivery Year 2025/26    Intake Month September    Mode of Study Part Time Structure**

**Credit breakdown**

<b>Status</b>	<b>Year long</b>	<b>Semester 1</b>	<b>Semester 2</b>
Core	n/a	30 credits	30 credits
Optional	n/a	n/a	n/a

60 credits in total (taught)

**Core modules**

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Semester 1	MD7054	Innovation, Quality, Research and Evaluation	30 credits
Semester 2	MD7055	Assessment in Clinical Education	15 credits
Semester 2	MD7056	Curriculum Design	15 credits

## Postgraduate Certificate in Clinical Education

**Level 7/Year 1      Delivery Year 2024/25    Intake Month September    Mode of Study Part Time Structure**

### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	n/a
Optional	n/a	n/a	30 credits

60 credits in total (taught)

### Core modules

Delivery period	Code	Title	Credits
Semester 1	MD7057	Principles and Practice of Clinical Education	30 credits

### Option modules (choose two)

Delivery period	Code	Title	Credits
Semester 2	MD7059	Practice-based learning [optional]	15 credits
Semester 2	MD7058	Inter-professional education [optional]	15 credits
Semester 2	MD7062	Technology-enhanced learning [optional]	15 credits
Semester 2	MD7055	Assessment in Clinical Education	15 credits
Semester 2	MD7056	Curriculum Design	15 credits
Semester 2	MD7063	Supporting Students	15 credits

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students can choose two units from this list. Students choosing MD7055 and/or MD7056 as optional modules will study alongside students on the PGDip and MSc programmes who are required to study these modules.

## Appendix 2: Module specifications

See postgraduate [module specification database](#) (Note - modules are organized by year of delivery) [login-required]