

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 07/06/20 Last amended: 16/12/2024

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

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

MSc in Clinical Education

Note: This programme is intended for intercalating medical students

a) [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:

Intercalated MSc in Clinical Education (full time)

The normal period of registration is 11 months

The maximum period of registration 1 year and 11 months (23 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.

Note; Due to the intercalated nature of this course and limitations on UG medical course registration, periods of registration beyond 11 months would need to be discussed in consultation with a student's MBChB/MBBS institution.

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.

Entrants into the programme must have experience in teaching (including peer-teaching) and maintain a teaching commitment, throughout the period of the taught programme of 30 hours or more /year. This commitment should include activities relating to health professions education practice such as designing and planning learning activities; teaching and supporting learning; giving feedback and support to learners.

6. Accreditation of Prior Learning

Accreditation of prior learning is not applicable to the intercalated programme.

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
- [University Education Strategy](#)
- [University Assessment Strategy](#)
- 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</i> - Dissertation supervision.	<i>In addition to teaching methods,</i> Guided self-directed learning.	Design task – research project Quality improvement proposal <i>MSc</i> - Dissertation.
<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
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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

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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: this will require discussion and agreement from the Programme Lead prior to commencement of any project.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed	The programmes provide a thorough grounding in the research methods used in Clinical Education, and encourages students to think critically about how research relates to educational practice, leadership and scholarship. Students have opportunities to interact with research-active academics throughout the programme and faculty use their own and others' research to enhance their teaching. • Research-briefed – From the first core module, students receive regular input from research-active academics. Early in the course, we focus on developing awareness of the role of research in shaping educational theory, and how research informs practice. The students are exposed to research across their core

Bringing staff research content into the curriculum.	and optional modules and have opportunities to engage with research-active faculty.
Research-based Framed enquiry for exploring existing knowledge.	• Research-based – taught content, formative and summative assessment tasks are carefully used (across all modules) to allow students to explore existing knowledge. As part of the core module offer (at PGDip and MSc) students study a 30 credit Innovation, Quality, Research and Evaluation module which frames exploration of qualitative, quantitative, mixed and other innovative research methods. This module is led by research-active faculty and allows students to develop critical appraisal and thinking skills, making use of applying appropriate critical appraisal tools. Students are supported to critique the philosophical and methodological underpinnings of research in clinical education, led by research-active faculty.
Research-oriented Students critique published research content and process.	• Research-oriented – Within all taught modules, students are encouraged to critique their own research ideas, and others' research. They are given initial training in these skills within the course induction and early core modules. This is further developed in the Innovation, Quality, Research and Evaluation module (PGDip, MSc) where students undertake both critical appraisal of published literature and generation and a critique of their own research ideas (first as a group activity and then as an individual summative assessment task); and then in the dissertation module where students apply these skills to their own research project.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	• Research-apprenticed – Students are supported (in induction and throughout their taught modules) to develop academic-writing, group work, presentation, academic reading, library and literature searching skills, including use of reference management software. The approach to teaching and assessment in the Innovation, Quality, Research and Evaluation module and Dissertation module is based around the research process, with tasks designed to provide broad exposure to methods.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students are invited to departmental seminars on a range of topics across healthcare professions education. Opportunities to engage within the local, regional and the wider network of HCPs education practice are shared with students e.g. CPD workshops from bodies such as NIHR Incubator for Clinical Education Research, Midlands Regional Medical Education Conference and key national and international conferences in clinical education

Students completing their dissertation are encouraged to share their work through our department seminars, through regional, national and international conferences, and through potential publication.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School of Medicine has a strong record of pedagogical research and outputs are shared formally and informally within the programme. Internal and external speakers contribute to a regular lunchtime seminar series to further staff engagement with novel and innovative ideas. Faculty are engaged with regional, national and international networks related to good practice and innovation in healthcare professional education. Faculty team meet regularly to share best practice, which impacts programme delivery and development.

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 [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.

Intercalated MSc in Clinical Education (full time)

Level 7/Year 1 Delivery Year 2027/28 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
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	15 credits
Semester 2	MD7058	Inter-professional education	15 credits
Semester 2	MD7062	Technology-enhanced learning	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.

Appendix 2: Module specifications

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