

Programme Specification for Postgraduate Programme Leading to: Postgraduate Certificate, Postgraduate Diploma, Master of Science in Clinical Education

Applicable for all postgraduate students starting in 2022-23

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	April-22	New programme approved for 2022-3 start.	RJC
2	June-22	First intake of PGCert moved from Sept to Jan and length of programme for Jan start PGCert amended to 8 months. Jan intake added for one year only-Jan 2023. No other intakes or modes of attendance available until Sept 2023	RJC

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences Department of Health Sciences Division of Physiotherapy
4. Contributing College/Department/Division/ Associated Institution	Department of Health Sciences Department of Life Sciences, Brunel Medical School CHMLS Education Hub
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	PG Certificate in Clinical Education [FHEQ Level 7] PG Diploma in Clinical Education [FHEQ Level 7] (not available in 2022/23) MSc in Clinical Education [FHEQ Level 7] (not available in 2022/23)
7. Programme title	MSc Clinical Education
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	MSc Full Time – 12 months (1 year) (not available in 2022/23) MSc Part Time – 24 months (2 years) (not available in 2022/23) Staged Masters - 3 years PG Cert: Part time only, 8 months (for Jan 2023 start only) PG Dip top up: Part time only, 12 months (1 year) + PG Cert (not available in 2022/23) Masters top up: Part time only, 12 months (1 year) + PG Dip (not available in 2022/23)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years For Staged Masters: maximum of 6 years from registration for the PG Certificate to award of the Masters
11. Variation(s) to September start	PG Cert January start (in 2022/23 only) No September starts available in 2022/23
12. Modes of study	Full-Time (not available in 2022/23) / Part-Time / Staged

13. Modes of delivery	Blended learning: online distance learning and campus-based
14. Intermediate awards and titles and FHEQ Level of Award	PG Certificate in Clinical Education [FHEQ Level 7] PG Diploma in Clinical Education [FHEQ Level 7]
15. UCAS Code	N/A
16. HECoS Code	100461 Higher Education 50% 100246 Health Sciences 50%
17. Route Code	
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	GMC: Promoting Excellence: standards in medical education and training (2016) Brunel 2030 Academy of Medical Educators – Professional Standards HEE Frameworks
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p> <p>Candidates applying for this Staged Masters programme will normally contributing to the undergraduate / postgraduate education of health, medical and social care professionals.</p> <p>Staged study: Students must have successfully completed the PGCert to be admitted to the PGDip top up. Students must have successfully completed the PGDip to be admitted to the MSc top up.</p> <p>Applications for direct entry to the PGDip stage with demonstrated evidence of a PG Certificate in clinical/medical education which is equivalent / cognate to the Brunel PG Certificate in Clinical Education will be considered on a case by case basis, and may include a variation to the module structure in section 25 dependant on the content already covered.</p> <p>Recognition of Prior Learning will be considered on a case-by-case basis, in line with the Exemptions Policy.</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	Link to programme information on the College website

23. EDUCATIONAL AIMS OF THE PROGRAMME

The Masters in Clinical Education has been designed deliberately to offer a multiprofessional approach to the learning and teaching of undergraduate and postgraduate professional students.

The programme has been designed to comply with the:

- UK Professional Standards Framework of Advance HE

- Health Education England's Education Outcomes Framework
- Five domains of the Academy of Medical Educators standards
 - Design and planning of learning
 - Teaching and facilitation of learning
 - Assessment of learning
 - Educational research and scholarship
 - Educational management and leadership

The Masters programme design has followed advice from key stakeholders, with the curriculum aligning to the expectations of the:

- Quality Assurance Agency for Higher Education's Benchmark Statements for Masters programmes;
- General Medical Council document, Promoting Excellence (2018);
- Professional and Statutory Regulatory Bodies of the respective allied health professions.

The significant aims of the programme are to enable clinical educators to:

- Apply educational theories to challenge and support the development of learner competence in health professions
- Encourage scholarly evaluation, critical analysis and reflection of established practice and initiatives.
- Design and develop curriculum to ensure equality diversity and inclusivity.
- Design and appraise assessment modalities, evaluating the validity, reliability, feasibility, acceptability, cost-effectiveness, impact on the learner experience.
- Design and deliver interprofessional and multiprofessional learning opportunities to reflect diversity of professional practice
- Apply contemporary learning technologies in clinical professions education
- Design research approaches in a discrete area of practice using analytical skills to explore the relationships between educational theory and practice, in order to contribute to the knowledge and practice.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Masters FHEQ Level 7	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
Masters and FHEQ level 7						
PG Certificate / PG Diploma						
	K, C	Critically analyse and apply education theories to clinical education and practice.				MP1 MP2 MP3 MP4 MP6 MP9 MP8 MP5
	K, C	Critically reflect on pedagogic practice for enhancing the learning environment as an effective clinical educator / leader / supervisor				MP1 MP2 MP3 MP4 MP6 PH5612 MP8 MP9 MP5
	K, C, S	Evaluate the use of best practice and sensitivity to EDI issues in the design of clinical curriculum and its assessment.				MP2 MP3 MP4 PH5612 MP8 MP9 MP6
	K, C, S	Critique the effective independent skills required, including EDI factors to promote lifelong learning				MP1 MP2 MP3 MP6 MP4 MP8
	K, C, S	Differentiate between effective and ineffective communication in a range of pedagogic modalities to learner groups.				MP1 MP2 MP4 MP6 PH5612 MP9 MP5
	K, C, S	Analyse critically the paradigms and methodologies applied in pedagogic practice research.				MP1 MP3 MP5 MP6 MP8 MP10
	K, C, S	Critically evaluate the effective use of digital technologies for learning and assessment in the classroom and in synchronous and asynchronous online learning approaches				MP1 MP2 MP3 MP4 MP6 MP8 MP9 MP5
	K, C, S	Critical awareness of a range of presentation tools, and the explicit				MP1 MP2 MP3

		and tacit issues for effective communication				MP6 MP8 MP5 MP9
PG Diploma / Masters						
	K, C, S	Perform a focused and systematic search of the relevant literature for a proposed research project.				MP5 MP10
	K, C, S	Plan, conceptualise and write a research proposal in an agreed area of clinical education and present to others for critique				MP5 MP10
Masters						
	K, C, S	Formulate and perform a research project employing appropriate methodology for data collection, analysis and its interpretation. Then write a coherent, concise and structured report in the style of a named peer-reviewed journal.	X			MP10 MP5

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

A range of pedagogic methods will be applied in this programme of study which will adopt of blended learning approach which is essential for clinical professionals to enable study around shift-based work schedules allowing accessibility of learning.

The programme content may be offered as:

- A staged / stepwise approach to academic credit acquisition and awards,
- Stand-alone modules for CPD and credit accumulation for a FHEQ level 7 awards, i.e. faculty development for the delivery of our medicine, nursing and allied health and social care programmes, i.e. associate student registration.

The planned format for delivery is to apply a flipped classroom approach:

- Where students are expected to engage with a wide variety of material (e.g. pre-recorded lectures, group work, tutorials simulations, reading material, videos), with regular interactive sessions available face-to-face and online for maximum flexibility.
- To capitalise on the skills learned in online conferencing technologies, thereby future-proofing academic practice in the event of a future response to government-enforced 'lockdown' is required. The application of recognised methods of learning delivery and assessment, including credentialing of continuing professional education, aiming to encourage our clinical teachers in their personal development.
- By using online delivery for: (a) the diverse professional and social backgrounds to enrich the learning experience, and (b) capitalising on participants' pedagogic practice for making connections between theory and practice.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

- Assessments will be designed to offer students the opportunities to demonstrate academic- and, professional practical / technical skills-progression throughout their programme of study aligned to FHEQ Level 7.
- A flexible student-centred approach will apply traditional and innovative assessment modalities to facilitate student skills development.
- Formal written and verbal guidance will be given in terms of expectations for the activity with explicit assessment criteria, and their alignment to the relevant learning outcomes.
- Formative assessment activities with feedback to facilitate self-reflection on their assessment and progression.

Assessments will include a portfolio of activities aligned to clinical education practice:

- Written assignments,

- Reports
- Reflective narratives
- Practical-based assignments for pedagogic practice development in their clinical settings
- Research proposal and presentation
- Research dissertation (Masters award)

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left-hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

Masters and FHEQ Level 7

<p>Compulsory assessment blocks, titles and credit volume</p> <p>None</p>	<p>Optional assessment blocks, titles and credit volume</p> <p>None</p>
<p>Compulsory study blocks, titles and credit volume</p> <p>None</p>	<p>Optional study blocks, titles and credit volume</p> <p>None</p>

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p><i>Students studying for the full-time for the MSc will take modules from all of the 'stages' below in one year.</i></p> <p><i>Students studying part-time for the MSc will take the modules from all of the 'stages' below over 2 years. The ¹ and ² identify the year of study.</i></p> <p>PGCert stage MP1 Developing Educational Practice / Advanced Communication strategies (15 credits) ¹</p> <p>MP3 Assessment and Quality Assurance in Clinical Education (15 credits) ¹</p> <p>MP2 Planning an Inclusive Curriculum (15 credits) ¹</p> <p>MP4 Clinical Education and Digital Culture (15 credits) ¹</p> <p>PGDip stage MP5 Applied Research Methods in Clinical Education (15 credits)¹ Core: Element 1</p> <p>MP6 Facilitating Interprofessional Learning (15 credits)¹</p> <p>MSc stage MP10 Dissertation (60 credits) – Core: Block ²</p>	<p>PGDip stage: Select 2 out of 3 of the following 15 credit modules ¹</p> <p>PH5612 Advanced Clinical Leadership (15 credits)</p> <p>MP9 Simulation in Clinical Education (15 credits)</p> <p>MP8 Evidencing Contemporary Clinical Education Practice (15 credits)</p>
<p>Masters and FHEQ Level 7 Progression and Award Requirements</p> <p>As per <u>Senate Regulation 3</u></p> <p>PGDip may not be awarded by substitution of the dissertation (MP10) for modular/assessment blocks in the taught part of the programme.</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.