

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MA Education for Clinical Contexts Pg Cert Education for Clinical Contexts
Name of interim award(s):	Pg Cert & Pg Dip
Duration of study / period of registration:	1 year FT / 3 years PT
Queen Mary programme code(s):	PSECC, A3Z1, A3Z6, A3Z7, A3Z8 (MA) / A3Z4, A3Z9, A3ZA A3ZB (PgC)
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	13.12.2020
Responsible School / Institute:	Institute of Health Sciences Education

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

The Programme will have a modular structure, and the learning delivered will provide the academic background and specialist knowledge and skills required for preparing participants to be:

- a teacher, supervisor and learner who possesses insight into the nature and dynamics of teaching and learning in clinical contexts, and the important relationship between high quality education, effective team working and good patient care.
- a creative curriculum developer with a critical understanding and engagement with the professional educational and policy contexts from which curricula arise and are enacted in the clinical setting.
- an active researcher of practice in clinical settings, with the reflexive, intuitive and analytical skills to explore educational practice and the complex relationships between practice and theory.

The unique aspect of this programme is that it focuses on workplace learning, allowing students to understand the complex relationships between practice and theory, through researching, leading and developing teaching and learning in their own clinical setting. The programme will be aimed at dentists, doctors and other clinicians, (e.g. nurses, midwives, physiotherapists, occupational therapists) who are interested in researching and improving their own teaching practice, as well as leading

innovation in clinical educational programmes in their workplace context.

### Aims of the programme

Through engaging in this programme, students will:

- Develop a deep understanding of the nature and dynamics of teaching and learning in clinical education, and the important relationship between high quality education, effective team working and good patient care.
- Engage in a critical analysis of key educational theories and how this influences assessment theory, curriculum design, and professionalism in education.
- Develop the skills of a creative curriculum developer who possesses a critical understanding and engagement with the professional educational and policy contexts from which clinical curricula arise and are enacted in the clinical setting.
- Demonstrate an ability to be able to critique and develop their own practice as educator (including the roles of teacher, learner, and supervisor/mentor) based on self-analysis, feedback from others and deep analysis of relevant theory.
- Become an active researcher of clinical education, demonstrating the reflexive and analytical skills to explore the complex relationships between practice and theory.

### What will you be expected to achieve?

Students will have opportunity to:

- reflect critically on your practice as a clinical educator
- analyse established educational theory and apply theory to teaching, supporting learning and assessment
- design new curricula and develop existing curricula in clinical education
- examine the personal and disciplinary beliefs, values and attitudes that underpin education in your context
- maintain a reflective portfolio evidencing your development as a clinical educator over the course of the programme

Academic Content:	
A 1	Reflect critically on their own practice as an educator (including the roles of teacher, learner and supervisor/mentor) in order to develop their identity as change agents in their local trust setting.
A 2	Critique prominent theories of education, so as to research and understand general and specific educational issues in clinical education and their own practice as educator.
A 3	Critically engage with the broad field of curriculum development, through educational discourses and policies which inform the field and with curriculum issues of learning, teaching and assessment in clinical education.
A 4	Gain a deep understanding of how learning occurs in teams and organisations and critically reflect on the barriers to, and catalysts of, this learning process.
A 5	Develop a critical awareness of central paradigms, issues and methodologies which give shape to the field of educational research, and to employ this understanding both to evaluate existing research and design their own research inquiries into clinical education in their local setting.

Disciplinary Skills - able to:	
B 1	Apply prominent educational theories as critical lenses to develop their own teaching practice and that of other educators working in the clinical setting.
B 2	Develop and adapt curricula for clinical education in their local setting through their critical understanding of different layers of the curriculum (e.g. national policy versus curriculum in practice).
B 3	Become active researchers of educational practice in their local settings, by investigating issues and concerns in clinical education using appropriate research methodologies and relevant literature.
B 4	Disseminate research findings so as to effect constructive change in clinical education within their local community of practice as well as contributing to the national and international debates in clinical education.

B5	Apply their critical understanding of how learning occurs in teams and organisations, and identify processes for improving teaching and learning opportunities for staff in their local setting.
----	--

Attributes:

C1	Identify, explore and challenge the beliefs, values and ideals which underpin and shape their own practice as an educator (including the roles of teacher, learner, supervisor and leader).
C2	Develop their capacity to be an ethical leader, innovator and team member within their organisational context, who can engage with others with the assurance and authority to encourage, initiate and lead improvements and innovations in clinical education

### How will you learn?

This programme has been designed to provide students with opportunities to inquire into and develop their own practice as teachers and leaders of education, through engaging in critical reflection and comparison of relevant educational theories and their own practice and experience as teachers and learners. From the outset of the course, students will be engaged in whole or half day workshop-based teaching. Students will prepare for these workshops by reading set texts, and completing reflective tasks focused on their own practice as teachers and learners in their workplace setting. We will also offer the option of studying all existing modules by distance learning (DL). The arrangements for DL students will largely replicate those provided for in-person workshops, with synchronous teaching provided by live streaming plus asynchronous preparatory and follow-up activities. Students will need to indicate whether they intend to study a particular module by DL or face-to-face by a given deadline prior to the commencement of module teaching.

The main teaching strategies used in workshops will be aimed at fostering learning through critical reflection on experience. These will include:

- \* individual reflection
- \* paired work, group work
- \* working in learning sets
- \* responding as critical friends to each other's talk and writing
- \* seminar discussion
- \* pre-course and inter-session readings
- \* engagement in a range of practical activities and research
- \* exploration of specific incidents from participants' own recent practice as clinical educators and researchers of educational practice in their local workplace setting.

Teaching and learning methods on the course will be underpinned by the following principles:

- \* commitment to democratic approaches to learning
- \* respect for individuals and their prior knowledge and experience
- \* respect for individuals as self-directed, active learners
- \* an exploratory approach, including to alternative perspectives
- \* a flexible approach to the needs and interests of students
- \* use of students' prior knowledge and experience as starting points for learning.

### How will you be assessed?

Students will be assessed mainly through written assignments for each module. The criteria for the written assignments are flexible to ensure that, as well as assessing attainment of individual module learning outcomes, students will be able to use their own practice as educators, or the development of clinical education in their local setting, as the focus for the assignment. The final dissertation module, assessed via an 20,000 word report on a research project which investigates clinical education in their local setting, will incorporate learning from all the other modules.

There will be opportunities for formative assessment in these three modalities throughout the programme, via self assessment, peer assessment and tutor assessment.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme MA Education for Clinical Contexts is designed to be delivered part-time and full time, with two entry points: September and January. Students who study full time complete the existing modules within a single calendar year. Part time or full time students who join the programme in January will join teaching alongside their September start peers. The modular nature of the course, over three years for part time students, is structured to fit with the needs of part time students, most of whom are likely to be in full-time employment in the NHS, or other healthcare settings, and who may need to commute or travel to London for teaching.

The modules will be taught in blocks of days utilising week days. The format for 15 credit modules will be 4-5 teaching days, taught over a period of 2-3 months. The format for 30 credit modules will be for 6-8 teaching days. The final dissertation module will include 5 whole-day dissertation workshops as well as individual supervision for the dissertation projects, by SMD academic colleagues.

The structure of the three-year part-time programme (September start) will be as follows:

Year 1:

- Teaching and learning for clinical contexts (30 credits, 6 teaching days across Semester 1)
- Innovative practices and theories in clinical education (15 credits, 4 teaching days, Semester 2)
- Clinical curriculum evaluation and development (15 credits, 4 teaching days, Semester 3)

Year 2

- Research methods in clinical education (30 credits, 8 teaching days, Semester 1)
- Education, leadership and innovation (30 credits, 8 teaching days, Semester 2-3)

Year 3

- Dissertation (60 credits, 5 teaching days, Semester 1-3 , plus individual supervision Semester 1-3)

The structure of the three-year part-time programme (January start) will be as follows:

Year 1:

- Innovative practices and theories in clinical education (15 credits, 4 teaching days, Semester 2)
- Clinical curriculum evaluation and development (15 credits, 4 teaching days, Semester 3)
- Teaching and learning for clinical contexts (30 credits, 6 teaching days across Semester 1)

Year 2

- Education, leadership and innovation (30 credits, 8 teaching days, Semester 2-3)
- Research methods in clinical education (30 credits, 8 teaching days, Semester 1)

Year 3

- Dissertation (60 credits, 5 teaching days, Semester 1-3 , plus individual supervision Semester 1-3)

The structure of the one year full-time programme (September start) will be as follows:

- Teaching and learning for clinical contexts (30 credits, 6 teaching days across Semester 1)
- Research methods in clinical education (30 credits, 8 teaching days, Semester 1)
- Innovative practices and theories in clinical education (15 credits, 4 teaching days, Semester 2)
- Education, leadership and innovation (30 credits, 8 teaching days, Semester 2-3)
- Clinical curriculum evaluation and development (15 credits, 4 teaching days, Semester 3)
- Dissertation (60 credits, 5 teaching days, Semester 1-3 , plus individual supervision Semester 1-3)

Programme Title: Education for Clinical Contexts

The structure of the one year full-time programme (January start) will be as follows:

- Innovative practices and theories in clinical education (15 credits, 4 teaching days, Semester 2)
- Education, leadership and innovation (30 credits, 8 teaching days, Semester 2-3)
- Dissertation (60 credits, 5 teaching days, Semester 1-3 , plus individual supervision Semester 2-1)
- Clinical curriculum evaluation and development (15 credits, 4 teaching days, Semester 3 )
- Teaching and learning for clinical contexts (30 credits, 6 teaching days across Semester 1)
- Research methods in clinical education (30 credits, 8 teaching days, Semester 1)

To achieve:

- \* An MA award, all the modules (180 credits) have to be successfully completed.
- \* A Postgraduate Diploma: Students must complete and pass all the taught modules to the equivalent of 120 credits.
- \* A Postgraduate Certificate: Students must complete and pass taught modules up to the equivalent of 60 credits.

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Teaching and learning for clinical contexts	IHS7010 (IHS7020 DL)	30	7	Compulsory	1	Semester 1
Innovative practices and theories in clinical education	IHS7011 (IHS7021 DL)	15	7	Compulsory	1	Semester 2
Clinical curricula evaluation and development	IHS7012 (IHS7022 DL)	15	7	Compulsory	1	Semester 3

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Education, leadership and innovation	IHS7014 (IHS7024 DL)	30	7	Compulsory	2	Semesters 2 & 3
Research methods in clinical education	IHS7013 (IHS7023)	30	7	Compulsory	2	Semester 1

Academic Year of Study PT - Year 3

Programme Title: Education for Clinical Contexts

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	IHS7015 (IHS7025 DL)	60	7	Core	3	Semesters 1-3

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Teaching and learning for clinical contexts	IHS7010	30		Compulsory	1	Semester 1
Research methods in clinical education	IHS7013	30		Compulsory	1	Semester 1
Innovative practices and theories in clinical education	IHS7011	15		Compulsory	1	Semester 2
Education, leadership and innovation	IHS7014	30		Compulsory	1	Semesters 2 & 3
Clinical curricula evaluation and development	IHS7012	15		Compulsory	1	Semester 3
Dissertation	IHS7015	60		Core	1	Semesters 1-3

### What are the entry requirements?

At a minimum applicants will normally have a medical / health professional undergraduate degree equivalent to UK second-class honours from a recognised academic institution.

Applicants will also have at least one year of experience in practice as a clinical educator to enrol on the programme. This includes experience includes teaching in the clinical context.

Admission to the course is selective, and based upon academic credentials, research experience, and motivation. It is expected that all applicants will have both experience and interest in developing their teaching. Applicants are required to submit a statement of purpose and letter of recommendation with their application.

Applications are accepted all year round, but there are limited places to ensure high-quality training, so please apply early to avoid disappointment.

Entry level guidelines for English Language: a minimum IELTS score of 7.0 is required for this programme.

The programme welcomes applications for advance standing in accordance with the Queen Mary policy on entry with advanced standing.

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Institute operates regular Programme Reviews of its taught undergraduate and postgraduate provision. The review is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main

document of reference for this process is the Action Plan which is the summary of the institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered as part of this process through analysis of the Postgraduate Taught Experience Survey (PTES) and module evaluations.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives from each programme in the Institute together with appropriate representation from staff within the Institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

The School of Medicine and Dentistry operates a Learning and Teaching Committee, which advises all Institutes on matters relating to the delivery of taught programmes at institute level including monitoring the application of relevant QM policies and reviewing all proposed PGT academic developments. Student views are incorporated in the committee's work in a number of ways including student membership.

### What academic support is available?

- All students will meet the programme leaders at the start of the programme. They will be advised to seek ongoing support from module leads during the programme, but can also meet with the programme leads if they need additional support or advice, at any point in the programme.
- Module leaders will offer students optional tutorial support for the completion of course assignments.
- The employer (Barts Health Trust) will provide supervision in the workplace-learning environment
- QM plus will be used to support the teaching through access to compulsory and additional course materials.
- As QMUL students, participants in this programme will have access to the three libraries and electronic library resources, e-books and journals, with librarians who provide information skills tuition. Students will attend tuition sessions within the research methods module, as well as being able to access individual support from librarians should they require it.
- While students will be expected to provide their own computer equipment, e.g. laptops, those assessed as requiring support equipment will have that provided using the current QMUL model.
- QMSU Academic Advice Service offers specialist support with QMUL academic appeals, complaints, extenuating circumstances submissions. The locally based staff would need to link with London especially when appeals/issues escalate to QMUL level.
- Students have access to QMUL student support services, e.g.
  - o Learning Development and study skills
  - o Disability and Dyslexia services
  - o Counselling services

### Programme-specific rules and facts

Standard Progression hurdles apply:

To progress from year 1 to year 2, student must;

- i. take modules to the value of 60 credits; and,
- ii. pass modules to the value of at least 30 credits; and,
- iii. achieve module marks of at least 40.0 in all modules.

To progress from Year 2 to year 3 ( the taught element to the dissertation) students must;

- i. take modules to the value of 120 credits; and,
- ii. pass modules to the value of at least 90 credits; and,
- iii. achieve an average mark of at least 50.0 across all taught modules; and,
- iv. achieve module marks of at least 40.0 in all modules.

### How inclusive is the programme for all students, including those with disabilities?

Programme Level:

Regular programme leadership meetings are held in addition to the annual curriculum review, which consider both general accessibility and inclusivity issues as well as specific issues raised by individual students, student groups or members of staff. Reading lists form part of this review to ensure that content is available in an accessible format.

The Programme utilises a flipped classroom approach in which reading material and other learning resources (e.g. video clips) are made available off-line prior to teaching, allowing students time to engage with the resources. Classroom time is then focused

on discussing, presenting, troubleshooting, and engaging in a range of artistic and other creative activities to explore a range of educational concepts and their application to clinical education contexts. We believe that the variety of approaches offers students with a diverse range of backgrounds, abilities, personalities and preferences to engage effectively and critically with the material. We also discuss, and encourage debate about, inclusivity issues within clinical education, such as the extent to which postgraduate training curricula are gendered or are blind to (and therefore perpetuate) issues that affect particular individuals or groups.

Feedback is provided in a range of formats and modalities, and students are encouraged to request feedback on up to three specific areas of their work, which will allow the creation of a dialogical approach which can be continued from one module to the next, with the student being the driver of the conversation.

Institutional Level:

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and autistic spectrum conditions

### Links with employers, placement opportunities and transferable skills

## Programme Specification Approval

**Person completing Programme Specification:**

Dr. Michael Page

**Person responsible for management of programme:**

Dr, Michael Page

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

12/04/2022 (Sept 2022)

**Date Programme Specification approved by Taught Programmes Board:**

13.12.2020