

## Programme Specification

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 Dip 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	3 years
QM Programme Code / UCAS Code(s)	A3Z1
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	QMUL
Date Programme Specification Approved	25 May 2016
Responsible School / Institute	SMD, IHSE

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

### Programme Outline

There are many pressures on educators working in and around clinical contexts in the UK. In particular, the drive for high quality education in an increasingly crowded and busy clinical environment facing major and ongoing financial challenges, requires a re-evaluation of the way educators and clinical trainers in the NHS are prepared for their roles. This MA Education for Clinical Contexts is a response to these challenges and seeks to prepare students to be able to engage critically with the complex roles of:

- teacher, supervisor and learner;
- curriculum developer;
- ethical leader, and innovative change agent of programmes in clinical education;
- active researcher of clinical educational practice in their local setting.

The unique aspect of this MA Education for Clinical Contexts 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 and innovating clinical educational programmes in their workplace context.

## Aims of the Programme

Through engaging in this MA Education for Clinical Contexts, 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.
- Develop a deep understanding and ability to lead team and organisational change processes and contexts in order to facilitate innovation in clinical education.
- Demonstrate an ability to be able to critique and develop their own practice as educator (including the roles of teacher, learner, supervisor and leader) 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?

Through this MA Education for Clinical Contexts students will have opportunity to:

### Academic Content:

A 1	Reflect critically on their own practice as an educator (including the roles of teacher, learner, supervisor and leader) 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.
B 5	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:	
C 1	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).
C 2	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 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.

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-sessional 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.

In addition to the formal summative assessments, there will also be extensive use of formative oral assessment and peer to peer assessment built into the teaching days of the modules.

## How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme MA Education for Clinical Contexts is designed to be delivered part-time. The modular nature of the course, over three years, is structured to fit in with the needs of the prospective 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 three-year span (instead of a two-year span) of this part-time programme is necessary as clinicians working in the NHS increasingly face considerable challenges in being able to take up continuing professional development opportunities, because of an increasing lack of flexibility in their job plans.

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 this three-year part-time programme will be as follows:

Year 1:

- Teaching and learning for clinical contexts (30 credits, 6 teaching days across Semester 1-2)
- 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 2-3)
- Education, leadership and innovation (30 credits, 8 teaching days, Semester 1)

Year 3

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

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	30	7	Compulsory	1	Semesters 1 & 2
Innovative practices and theories in clinical education	IHS7011	15		Compulsory	1	Semester 2 & 3

Programme Title: MA Education for Clinical Contexts

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical curricula evaluation and development	IHS7012	15		Compulsory	1	Semester 2 & 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	30	7	Compulsory	2	Semester 1
Research methods in clinical education	IHS7013	30	7	Compulsory	2	Semester 2 & 3

Academic Year of Study PT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	IHS7015	60	7	Compulsory	3	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 Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/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.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR 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 Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

## Academic Support

- All students will meet the programme leader 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 lead 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.
- 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

Progression hurdles:

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.

## Specific Support for Disabled Students

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 Disorders.

### 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 & Dr. Elspeth Alstead

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

3 Apr 2019

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

25 May 2016