



POSTGRADUATE PROGRAMME SPECIFICATION

Programme Title:	MSc Medical Education
Awarding Body:	Staffordshire University
Teaching Institution:	Staffordshire University
Final Awards:	MSc Medical Education
Intermediate Awards:	Pg Certificate in Medical Education Pg Diploma in Medical Education
Mode of Study	Part Time / Distance Learning
UCAS Codes:	N/A
QAA Subject Benchmarks:	N/A
JACS Code:	N/A
Professional/Statutory Body:	N/A
Entry Year:	2017/18

If you require this document in a larger text or a different medium please contact us.

EDUCATIONAL AIMS OF THE PROGRAMME

- To enable you to acquire the relevant knowledge and skills regarding all aspects of teaching and learning to improve professional competence and to make active contributions towards advancing teaching and learning practice within the workplace
- To enable you to challenge personal, professional, and organisational pre-existing values and belief systems in order to actively promote teaching and learning opportunities within the workplace through effective problem solving, decision making and communication skills
- To enable you to develop as a positive role model, working as a confident, dynamic and creative member of the multi-professional team delivering effective teaching and learning based upon contemporary evidence based strategies
- To foster a sense of critical enquiry in order to facilitate an evidence based approach to teaching and learning and to develop life-long learning skills in order to advance your professional practice

What is distinctive about this programme?

- Successful completion of the Postgraduate Certificate in Medical Education leads to recognition as an Associate Fellow of the Higher Education Academy (HEA).
- The modular, distance learning approach offers flexibility in the starting point, so you can start at any point in the academic year and enables you to spread the cost accordingly.
- There is a negotiated learning module within the award where you can plan and undertake study in a related area of your choice; this tailors the study to your specific work area, interests and learning requirements.
- This programme offers a multi-professional approach to teaching and learning, thus students learn from each other and foster inter-professional relationships which can be transferred to the workplace.
- The award encourages reflection on ones' own professional practice and how teaching and learning strategies are applied in the workplace; thus promoting a *practical* application to teaching and learning theory.

PROGRAMME OUTCOMES

At the end of your studies you should be able to:

Postgraduate Certificate

Explore and demonstrate a comprehensive and systematic understanding of the theoretical principles that underpin teaching and learning methods and strategies to promote continuing professional development in self and others.

(Knowledge and Understanding; Learning; Communication)

Critically evaluate and, where appropriate, identify new skills and offer alternative strategies on the application of teaching and learning methods and techniques within Health and Social Care settings.

(Enquiry; Application; Problem Solving; Reflection)

Demonstrate a critical awareness of the uncertainty and complexity of teaching and assessing in a health and social care environment and to elucidate the relationship between the teaching strategies employed and the nature of the assessment within the workplace.

(Analysis; Problem solving)

Critically reflect on the self and others as positive role models to learners identifying the personal qualities, skills and values held to deliver effective teaching and learning opportunities within Health and Social Care settings.

(Reflection; Learning)

Completion of the Postgraduate Certificate enables you to be recognised as Associate Fellow of the Higher Education Academy.

Postgraduate Diploma

Critically evaluate and reflect upon the learning culture in one's own workplace demonstrating the ability to apply and communicate strategies for change based upon contemporary drivers and theoretical knowledge

(Reflection; Problem Solving; Communication; Application)

Demonstrate a critical awareness and evaluation of current knowledge which is at the forefront of one's own area of professional practice in relation to Health and Social Care teaching and learning

(Enquiry; Analysis)

Verify continuing professional development through the independent learning ability to advance knowledge and understanding in an area relevant to one's own professional practice in relation to teaching and learning

(Knowledge and Understanding; Learning; Reflection)

Critically appraise different methods of research and its application in workplace teaching and learning

(Enquiry; Analysis; Application)

Masters

Negotiate, plan, organise and execute an independent study of scientific investigation which demonstrates intellectual rigour pertaining to teaching and learning within a Health and Social Care setting

(Knowledge and Understanding; Learning; Enquiry; Analysis; Problem Solving; Application)

Critically reflect upon, evaluate and disseminate the findings of the research demonstrating originality and new insights pertaining to teaching and learning within a Health and Social Care setting

(Reflection; Communication)

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title

Potential award: PgCert Medical Education

L E V E L 7	Teaching Block 1	Introduction to Educational Theory Core HSSAP58249-7 (15 credits)	
	Teaching Block 2	Approaches to Teaching and Learning in Healthcare Core HSSAP58252-7 (15 credits)	Observation and Reflection on Healthcare Teaching Core HSSAP58254-7 (15 credits)
	Teaching Block 3	Assessment and Appraisal in Healthcare Education Core HSSAP58253-7 (15 credits)	

Potential award: PgDip Medical Education

L E V E L 7	Teaching Block 1	The Culture of Education in Healthcare Core HSSAP58251-7 (15 credits)	
	Teaching Block 2	Contemporary Issues in Healthcare Education Core HSSAP58250-7 (15 credits)	Negotiated Module Core-HEM58928-7 (15 credits)
	Teaching Block 3	Research Methods and Methodologies Core HEM58186-7 (DL) (15 credits)	Teaching Block 2 OR 3

Potential award: Masters Degree 180 credits

L E V E L 7	Teaching Block 1	Project Based Change (60 Credits) HEM58188-7 (DL) Or Masters Dissertation (60 Credits) HEM58185-7 (DL)
	Teaching Block 2	
	Teaching Block 3	

Potential Awards:

Postgraduate Certificate (60 credits) – comprises
 Introduction to Educational Theory (15 credits)
 Approaches to Teaching and Learning in Healthcare (15 credits)
 Observation and Reflection on Healthcare teaching (15 credits)
 Assessment and Appraisal in Healthcare Education (15 credits)

Postgraduate Diploma (120 credits) – comprises PG Cert plus
 The Culture of Education in Healthcare (15 credits)
 Contemporary Issues in Healthcare Education (15 credits)
 Negotiated Module (15 credits)
 Research Methods and Methodologies (15 credits)

Masters (180 credits) – comprises:
 Dissertation or project based change

Progression:

In order to progress from one stage of an award to another (i.e. PgC to PgD, PgD to Masters), you must normally;

Complete 60 credits of core modules as identified above to achieve the PG Certificate; a further 60 credits of core modules to achieve the PG Diploma (a total of 120 credits) and a further 60 credits for the dissertation to give a total of 180 credits as indicated in the above table.

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

Masters level students are expected to have a well developed capacity to organise their own learning activities and the teaching and learning within this award is designed to encourage personal reflection and evaluation of your own teaching practices within the workplace supported by a sharing of knowledge and experiences within specific online discussion forums. Students on this award are from a variety of health and social care backgrounds who bring a wealth of experience and knowledge to the programme of study therefore the discussion activities aim to encourage critical enquiry, analysis and debate as well as a sharing of ideas and experiences across professional boundaries.

Independent learning

Independent learning is central to postgraduate level study, and is imperative on distance learning programmes; each 15 credit module has an associated guide of 150 learning hours and it is important that you aim to achieve this guide in each module. Some of the modules on your award can be studied via the face to face delivery option if this is more appropriate for you (for example HEM58186-7, HEM58188-7, HEM58185-7). The course material provided within Blackboard will direct you to the main theoretical concepts that you need to study, however you will be expected to progress your knowledge through independent reading and reflection on how the theory can be applied in your own teaching and learning practice. By encouraging reflection on your own practice the course is designed to draw out and build on your strengths and identify areas for further study and practice.

The University has a central policy to develop an environment which is both supportive and enabling of your independent learning therefore there are several resources, including staff, available to support and encourage you in the pursuit of your learning outcomes. These include library, student guidance, information technology and study skills staff who are available to help if you have any difficulties in accessing information; if anything is getting in the way of your studies please discuss it with the award or module leader.

Blackboard, the Virtual Learning Environment

All course material necessary for the modules is available on line through Staffordshire University's virtual learning environment, 'Blackboard'. This approach to learning offers you choice and flexibility about when you access your learning materials and you are able to study at a pace that suits you. You will be expected to engage with all the materials available on Blackboard including specific activities and discussion forums when these are presented.

Learning will be facilitated through a variety of approaches designed to encourage the engagement of all individuals. A variety of teaching strategies are utilised within Blackboard to introduce key theoretical educational principles which include lead lectures, delivered through podcasts, and self directed PowerPoint presentations as well as more interactive activities such as formative quizzes, article critique, case study evaluation, discussion forums and the sharing your own teaching activity and poster for constructive comment.

Peer led discussion forums are encouraged throughout the award in order to share experience, knowledge and understanding of teaching and learning within your own workplace. This will encourage you to challenge your values and beliefs about teaching practice and to learn from others' experiences whilst also assisting in the application of theory to your own teaching practice.

Assessment

There are a variety of assessment methods utilised throughout the award which are commensurate with University regulations for Masters Level work and are designed to verify that learning outcomes have been achieved.

The variety of assessment methods incorporated into this award recognises students' differing abilities and backgrounds and also provides an opportunity for you to develop skills and experience in a range of assessment methods which could be employed in the workplace setting. There is an emphasis on self reflection within the assessments as it is felt that you need to be able to critically evaluate the teaching and learning strategies utilised within your own individual workplace setting in order to demonstrate improvement in your practice accordingly. For example, the essay in the 'Approaches to Teaching and Learning' module is designed for you to critically evaluate your own lesson plan that you have delivered as a teaching session whilst the portfolio in the 'Observation and Reflection on Healthcare Teaching' module allows you to evaluate your own teaching from a variety of sources (self, students & peers).

Assessment methods utilised within the award include reflective essay, case

study analysis, poster presentation and the presentation of a profile of evidence from workplace based activity.

There will be opportunity for you to seek assessment guidance and feedback from the module tutor through assignment workshops and individual face to face, email, or telephone tutorials. Peer evaluation is also utilised as a method for you to gain formative feedback on your own teaching strategies.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

For those whose first language is not English you need to demonstrate a minimum of:

- a minimum score of 7.0 in IELTS (International English Language Testing System) as administered by the British Council in most countries
- a minimum score of 550 in TOEFL (Test of English as a Foreign Language) or 213 in the computer-based test. [TOEFL results must include a minimum score of 4.5 for the TWE (Test of Written English) or Cambridge Proficiency Grade C.

What qualifications would I need to join this programme?

A professional qualification in medicine, nursing or a profession allied to medicine, such as physiotherapy, occupational therapy or podiatry. It is advisable that you are actively involved in teaching in some capacity i.e. students, colleagues or patients, because of the nature of the modules which are based around your own experiences of teaching in the workplace, although it is not a requirement for you to hold a formal teaching position.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Successful completion of the Postgraduate Certificate in Medical Education provides eligibility to apply for recognition as an Associate Fellow of the

Higher Education Academy (HEA). The HEA accreditation is based on the alignment of the PgC Medical Education award with descriptor 1 from the UK Professional Standards Framework for teaching and supporting learning in higher education (2011) and opportunities within the award are presented to participants to provide evidence to demonstrate how they meet the different elements of the descriptors

There is no compensation awarded on this programme; all modules need to be passed.

It is essential that you have access to a computer.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, student support, and academic regulations.

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