



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:	PG Cert in Clinical Education (Level 7 Degree Apprenticeship in Clinical Education)
Name of interim award(s):	none
Duration of study / period of registration:	1 Calendar Year
Queen Mary programme code(s):	PCPP-QMIHS11 - PSCLE - X360
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	26-02-2020
Responsible School / Institute:	Institute of Health Sciences Education

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

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

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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 Degree Apprenticeship 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.

This Academic Professional apprenticeship is a non-integrated degree apprenticeship programme, which means that the apprenticeship is assessed and awarded separately to the PG Cert. Therefore, while the apprenticeship dimension will be addressed primarily through the existing PG Cert, we will provide additional workshops on aspects of the apprenticeship that are not currently fully covered by the PG Cert curriculum, as well as asking students to keep a reflective portfolio evidencing their development as educators over the course of the programme. Taken together, these components will facilitate End Point Assessment - the process by which the apprenticeship is assessed by an external assessment organisation. Apprenticeship students will also receive workplace supervision in support of their learning.

Aims of the programme

Through engaging in this degree apprenticeship, you 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?

Through this degree apprenticeship, 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:

A1	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.
A2	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.
A3	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.
A4	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.

Disciplinary Skills - able to:

B1	Apply prominent educational theories as critical lenses to develop their own teaching practice and that of other educators working in the clinical setting.
B2	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).

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).

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.

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.

Work-based learning, a core element of the apprenticeship programme, will be developed through:

- * delivering a range of clinical education sessions and programmes, including:
 - simulation-based education
 - clinical skills teaching
 - communication skills teaching
- * supervising/mentoring a colleague in the clinical education context
- * leading innovation in clinical education
- * being supervised in the clinical education setting by an experienced clinical educator
- * maintaining a reflective portfolio

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?

For the PG Cert, 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.

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

For the Academic Professional apprenticeship, students will draw upon a portfolio of evidence in order to complete a three part End Point Assessment (EPA), comprising

- * a written submission

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* an academic practice assessment (teaching observation)

* a professional conversation (viva voce)

The assessment will cover all of the knowledge, skills and attributes set out in the Core and Specialist Teacher elements of the Academic Professional assessment plan.

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.

Workplace learning

A significant portion of the learning that takes place on the apprenticeship will occur in the workplace, with support from workplace supervisors. Students will be able to keep a reflective log of their workplace learning via a bespoke e-portfolio provided by QMUL, and there will be termly tripartite meetings between the student, the workplace supervisor and an academic tutor to review progress against the apprenticeship standard.

The programme is delivered on a part-time, over the course of a calendar year, and modules are delivered over three semesters to fit the needs of students who will be in full-time employment within the NHS.

The structure of the programme will be as follows:

Classroom-based masters-level modules

- IHS7010 Teaching and learning for clinical contexts (30 credits: 7 teaching days across Semester 1-2)
- IHS7011 Innovative practices and theories in clinical education (15 credits: 5 teaching days, Semester 2)
- IHS7012 Clinical curriculum evaluation and development (15 credits: 4 teaching days, Semester 3)

To achieve the intended award students must take and pass the Level 7 Academic Professional End Point Assessment.

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	7	Compulsory	1	Semesters 2 & 3
Clinical curricula evaluation and development	IHS7012	15	7	Compulsory	1	Semesters 2 & 3
End point assessment module	IHS7016	0	7	Core	1	Semester 3

What are the entry requirements?

ESFA Funding rules require apprentices to achieve level 2 English and Maths qualifications (grade A-C) by the end of their programme. NARIC equivalency is accepted for international qualifications. Where proof of achievement cannot be demonstrated, a functional skills test will be required to be sat and passed for admission to the programme. Applicants will also be required to complete a Skills Scan which highlights any prior learning and also sets out how each aspect of the on-programme learning will be applied in the workplace context. This Skills Scan document must be approved by both the academic programme lead and Degree Apprenticeship Manager for the applicant to successfully enrol on programme.

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Candidates would normally have a medical/health professional qualification from an approved higher education institution and normally have at least one year of experience in clinical practice to enroll on the programme
At a minimum applicants will normally have a medical / health professional undergraduate degree equivalent to UK second-class honours from a recognised academic institution.

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

Applicants will also have at least one year of experience in practice as a clinical educator to enrol on the programme. This need not be a dedicated educational role, and can include experience teaching in the clinical context.

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

The Institute operates an Annual Programme Review (APR) of its taught undergraduate and postgraduate provision. The 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 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

Students must pass the End Point Assessment to achieve the apprenticeship certificate.

Students failing the End Point Assessment, but meeting the requirements for a Pg Certificate will be awarded a Pg Cert Education for Clinical Contexts.

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

The apprenticeship requires apprentices to be in contracted employment. In this case, the apprenticeships will be employed as Education Academy fellows with Barts Health Trust (BHT).

Apprentices will sign a learning agreement with the Trust, and there will also be a formal agreement between the University and the Trust for the delivery of the programme.

There is a requirement of Level 7 degree apprenticeships is for apprentices to have 20% of their time given over to 'off the job' training. BHT Education Academy fellows have one day per week written into their job plan (weekly timetable) for off the job learning and development, which equates to 20% of their time over the course of their contract.

Programme Specification Approval

Person completing Programme Specification:

Dr. Michael Page

Programme Title: Clinical Education (Degree Apprenticeship)

Person responsible for management of programme:

Dr, Michael Page

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

11/08/2021 (For Sept 2021)

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

26-02-2020