



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 (Degree Apprenticeship)
Name of interim award(s):	none
Duration of study / period of registration:	Variable mode 12-15 months
Queen Mary programme code(s):	PCPv-QMIHSI1 - PSCLE - X361
QAA Benchmark Group:	IFATE: ST0477 / LARS code 272 "Academic Professional"
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	26/4/23 (by amendment)
Responsible School / Institute:	Institute of Health Sciences Education

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

Barts and The London School of Medicine and Dentistry

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

Programme outline

The programme consists of one core 60 credit module followed by one core zero-credit module; the 60 credit module will assess your academic knowledge and insight and the zero-credit module will assess your capabilities in relation to the apprenticeship standards. You will need to pass both modules to be successful. The learning delivered will provide the academic background and specialist knowledge and skills required for preparing you 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 Apprenticeship programme is that it focuses on workplace learning, allowing you to understand the complex relationships between practice and theory, through researching, leading and developing teaching and learning in their own clinical setting. The programme is 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 Apprenticeship is a non-integrated degree apprenticeship programme, which means that the apprenticeship is assessed and awarded through the completion of End Point Assessment. This is an externally examined part of the programme, which doesn't include any further training/education and success will lead to the award of PGCert. Therefore, while the teaching of the programme will be aimed at academic enhancement we will also provide additional workshops on aspects of the apprenticeship that are not currently fully covered by the PG Cert curriculum, as well as asking you to keep a reflective portfolio evidencing your development as a clinical educator over the course of the programme. Taken together, these components will facilitate End Point Assessment - the process by which an 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 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 apprenticeship, you 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

Successful completion of the programme will provide the required knowledge, skills and behaviours of the Academic Professional Standard:

Academic Content:

A 1	Critique current subject and pedagogic research which support the development of advanced practice in the learning environment (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)
A 2	Examine complex information management and advanced digital literacy (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)
A 3	Appraise the subject knowledge base and the methods for facilitating learning through engagement with it (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)
A 4	Explore the application of a wide range of technologies and digital skills in support of teaching and learning (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)
A 5	Analyse the methods required to develop curricula, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)

Disciplinary Skills - able to:	
B 1	Play a leading role in the development and deployment of innovative teaching and assessment techniques, to deliver HE teaching of high quality across a wide range of modules and to all levels (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)
B 2	Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)
B 3	Design a wide range of teaching environments to facilitate student learning and engagement (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)
B 4	Integrate subject and pedagogic research into teaching and scholarly activity to enhance teaching and support changes of practice (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)
B 5	Analyse and synthesise information and use critical thinking to share insight into their pedagogy and discipline area and improve engagement with excellence initiatives (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

Attributes:	
C 1	Develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice (see FHEQ Level 7 Descriptors)
C 2	Articulate a comprehensive understanding of techniques applicable to their own research or advanced scholarship (see FHEQ Level 7 Descriptors)
C 3	Apply originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline (see FHEQ Level 7 Descriptors)
C 4	Construct a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses (see FHEQ Level 7 Descriptors)

How will you learn?

This programme has been designed to provide you with opportunities to inquire into and develop your practice as a clinical educator, through engaging in critical reflection and comparison of relevant educational theories and your practice and experience as a teacher and learner. From the outset of the course, you will be engaged in whole day workshop-based teaching. You will prepare for these workshops by reading set texts, and completing reflective tasks focused on your practice as a teacher and learner in your workplace setting. You will also be required to undertake 6 hours of off-the-job (OTJ) learning in the workplace. Further guidance on what constitutes OTJ will be provided in the student handbook and via the virtual learning environment (QM+).

There is one taught module and one externally assessed module.

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
- * 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 your own recent practice as a clinical educator and researcher of educational practice

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/learners/trainees
- * use of students' prior knowledge and experience as starting points for learning.

There is no further training/education required to complete the externally assessed end point assessment.

How will you be assessed?

There are two core modules:

1. Teaching and Learning in the Clinical Context
2. End Point Assessment

Assessment is used to both test the programme learning outcomes and prepare you for the externally assessed EPA.

Assessments include, but are not limited to, a review of observed teaching, annotated teaching artefacts, a reflective journal, an education assessment interview, videos of teaching practice, and scrutiny of session plans

End Point Assessment is undertaken by an external examiner assessment and will cover all of the knowledge, skills, values and behaviours set out in the Core and Specialist Teacher elements of the Academic Professional Apprenticeship (ST0477) assessment plan.

There will be opportunities for formative assessment throughout the programme, via self assessment, peer assessment and tutor assessment and a final 'Gateway' review will be undertaken to ensure that you are appropriately prepared for End Point Assessment (EPA).

Feedback on module 1 will be given three weeks after submission and will include feedforward guidance. Feedback on module 2 will be given within 25 days of the professional conversation and will include feedforward. There will be clear guidance and assessment criteria for all assignments.

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 mentors. You will be asked to keep a reflective log of workplace learning and there will be termly tripartite meetings between you, your workplace mentor and an academic tutor to review progress against the apprenticeship standards.

The programme is delivered on a part-time basis, using full taught, face-to-face days to fit the needs of busy clinical educators. The face-to-face sessions will be supplemented by online sessions at the start and end of the programme. There is an initial online induction programme that runs from August and September. Face-to-face teaching is then delivered over the course of an academic year (October to May) after which you will move into the final phase of the programme where you have three months

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of self-directed learning (supported through one-to-one meetings with the programme team) to develop evidence of the quality of your planning and teaching.

Successful completion of the 60 credit module will enable you to meet gateway, and you will then have a three month window to undertake EPA, this is self directed and doesn't include any further education/training.

The structure of the programme will be as follows:

- Induction programme (online over 7 weeks)
- Teaching and Learning in the Clinical Context (16 teaching days across Semester 1-3)
- Individual/supervised on planning, undertaking and evidencing teaching (3 months)
- EPA Assessment (3 months)

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Teaching and Learning in the Clinical Context	IHS7017	60	7	Core	1	Semesters 1-3
End Point Assement	IHS7016	0	7	Core	1	

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 Apprenticeship Manager for the applicant to successfully enrol on programme. 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 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 Faculty 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.

Feedback from the examiner, Advance HE, is provided in regular written report and in regular meetings. This allows for full scrutiny of the assessment and feedback process.

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 (the 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 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 take and pass the 60 credit module to progress to the End Point Assessment.

Students are required to pass both the 60 credit module and End Point Assessment (externally assessed) to achieve the intended award.

Students who fail the EPA may be eligible for and exit award of a PgCert Teaching and Learning in the Clinical Context.

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 hybrid approach in which reading material and other learning resources (e.g. video clips) are made available beforehand 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 learning, which will allow the creation of a dialogical approach, 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 at their Trust.

Programme Specification Approval

Person completing Programme Specification:

Dr. Erik Blair

Person responsible for management of programme:

Dr. Erik Blair

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

14/1/2025(for Sept 2025)

Date Programme Specification approved by Taught Programmes Board:

26/4/23 (by amendment)