

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate in Medical Education (E-Learning) Postgraduate Diploma in Medical Education (E-Learning) Master of Medical Education (e-Learning)
4	Programme Title	Medical Education
5	UCAS/Programme Code	3146P, 3501P, 5866P
6	Programme Accreditation	The Certificate programme is accredited by Health Education North East
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	7
9	Date written / revised	May 2022

10 Programme Aims

This programme has been designed to provide its students with opportunities to develop a scholarly approach to medical education and to acquire the expertise necessary for effective medical education in the context of their own educational roles, responsibilities and interests.

The programme aims to:

- 1 Enable students to acquire advanced skills and knowledge so that they can contribute effectively to educational practice and the development of medical education as a discipline.
- 2 Encourage a scholarly approach to the evaluation of established practice and educational initiatives, balancing receptiveness to new ideas with critical analysis.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes.

Knowledge and Understanding

On completing the programme students should be able to:

- A1** use theories and principles underpinning medical education to inform their own educational practice and the practice of others.
- A2** demonstrate advanced knowledge in specific areas of special interest or professional relevance (Diploma and Masters stages).
- A3** explain and justify the decisions made when designing methods for investigating clinical education (Diploma stage).

Teaching and Learning Methods

The programme is delivered using an on-line learning approach.

- A1** is addressed through e-learning content, augmented by independent study. **The content focusses on models and theories that underpin how learning occurs, and what this might therefore mean for how we teach. Short interactive presentations introduce the content which is augmented by direct links to reading, and on line exercises to enable application of content to students' own teaching.** These are directed by the provision of reading lists, resource materials and online tutorial support, with feedback by tutors or peers micro-teaching sessions delivered using electronic

communication software. The outcomes are further developed through engagement with the work-based assignments.

A2 and A3 are addressed largely through independent work, guided study and project work, which include written assignments that focus on the students' areas of special interest in selected Diploma modules. These methods are complemented by on-line presentations, online tutorials and exercises, as well as online group discussion.

Assessment Strategy

Knowledge and understanding are assessed formatively in various activities and tutorial discussion, all online. Summative assessment is carried out via a variety of written and oral assignments, including formal examinations, essays, critical appraisal of published work, data interpretation, presentation and discussion of completed project work and the Masters' dissertation. **A1** is assessed within the 'Teaching and Learning in the Classroom', 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Advancing Teaching and Learning', 'Assessment in Medical Education' and 'Utilising Technology in Medical Education' modules, where students are asked to apply theoretical constructs and practice principles to **examples of their own** practice as educators. **A2** is assessed in the 'Scholarship in Medical Education' (within the on-line written assessment, and by critical appraisal the outputs of scholarly activity), 'Advancing Teaching and Learning' (by reviewing and critiquing literature related to curricula and/or educational practice), 'Current Educational Issues' (by reviewing the literature on a socio-cultural aspect of education of interest to them as practitioners), 'Utilising Technology in Medical Education' (by reviewing the literature on a specific aspect of technology related to medical or educational practice), and the personal project within the 'Advanced Study' modules.. These methods are complemented by on-line presentations and exercises as well as group discussion. Individual supervision is provided for the dissertation project. **A3** is assessed in the 'Advancing Teaching and Learning' module, through the design and discussion of a specific project within the candidate's own teaching practice.

Intellectual Skills

On completing the programme students should be able to:

B1 relate educational issues in clinical practice to a wider educational context

B2 critically appraise theory, 'evidence' and empirical data as well as their own practice

B3 take a strategic approach to their own identified educational needs and plan appropriately to address these needs

B4 formulate arguments and engage in academic debate about educational research and educational practice (Diploma and Masters' stages)

B5 contest and contribute to the body of knowledge about medical education (Masters' stage)

Teaching and Learning Methods

All of these skills are developed through independent study, reflection on practice, guided reading and online tutorial support. Students gradually develop these intellectual skills by carrying out their work-based projects, reflecting on practice with online tutorial support and by engaging with their assignments. Online activities, including discussion groups and exercises, complement private study. **B1 and B4** are developed specifically through online exercises, discussions and debate. **B2** is developed by online exercises designed specifically to promote criticality. **B3** is predominantly addressed by preparing work-related assignments. **B5** is particularly developed during the production of the dissertation.

Assessment Strategy

All skills are formatively assessed in online discussion and individual tutorials. Summative assessment includes a range of written and oral assignments. **B1** is assessed in the 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Assessment in Medical Education', 'Advancing Teaching and Learning', 'Current Educational Issues' and 'Utilising Technology in Medical Education' modules as well as in the dissertation ('Advanced Study' module). **B2** is assessed in 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Assessment in Medical Education', 'Current Educational Issues', 'Utilising Technology in Medical Education' and

'Scholarship in Medical Education', as well as the 'Advanced Study' module. B3 is assessed in the 'Teaching and Learning in the Classroom', 'Teaching and Learning in the Workplace', 'Advancing Teaching and Learning' and 'Utilising Technology in Medical Education' modules. B4 is assessed in 'Scholarship in Medical Education', 'Current Educational Issues', and in the dissertation ('Advanced Study' module). B5 is also assessed through the dissertation (Masters' stage).
Practical Skills
On completing the programme students should be able to: C1 design and deliver educational interventions C2 select the most appropriate educational strategies or methods for specified contexts C3 identify practical and methodologically robust design solutions to selected research questions (Diploma and Masters' stage)
Teaching and Learning Methods
C1 and C2 are developed initially through online exercises and online discussions. These activities lead on to work-based projects that allow the student to practise and develop these skills further. Learning is also informed by independent guided reading. Students receive online tutorial guidance in groups as well as feedback on observed teaching delivered electronically. They are also encouraged to use a reflective diary to help in skills analysis and its development. C3 is addressed through online exercises, tutorial support and guided independent reading with the application of these skills specifically through the development of the dissertation project ('Advanced Study' module).
Assessment Strategy
The practical skills of C1 and C2 are formatively assessed through online exercises and individual tutorials and specifically provided by the observed teaching sessions in the 'Teaching and Learning in the Classroom' module. C1 summative assessment includes an assessment portfolio for the 'Teaching and Learning in the Classroom' module (students produce evidence to demonstrate achievement of module learning outcomes). Also, 'Teaching and Learning in the Workplace' asks for analysis of learners' learning needs and the implementation of strategies for the development of learners. The 'Assessment in Medical Education Module' will require design of assessment items. The 'Advancing Teaching and Learning' module asks students to undertake a practice-based analysis and develop strategic plans for improving identified elements of the education process. C2 is assessed within the assignments for 'Teaching and Learning in the Classroom' (via lesson planning), 'Teaching and Learning in the Workplace' (as described within C1) and 'Understanding Programmes of Learning' (by the analysis of curriculum). C3 is mainly assessed through the dissertation ('Advanced Study' module) but is also assessed in the 'Scholarship in Medical Education' module.
Transferable/Key Skills
On completing the programme students should be able to: D1 communicate effectively orally and in writing D2 use e-library and other online information sources skilfully and appropriately D3 plan, organise and prioritise work activities in order to meet deadlines D4 work independently
Teaching and Learning Methods
These skills are developed through the requirement to carry out work-based or other experiential projects and produce written assignments or presentations based on this work. Online library tutorials and the Learning Support Environment aim to enhance these skills. D1 is also addressed through online exercises and the discussion forum. D2 is addressed initially through induction sessions and later through online specific library skills sessions as well as work for assignments. The course is deliberately designed in a way that requires students to address D3 and D4 throughout its duration.

Assessment Strategy

D1 - D2 These skills are formatively assessed in tutorials and summatively assessed through all assignments. **D3-D4** are not summatively assessed independently, although they are indirectly assessed through the successful production, to required deadlines, of written assignments.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

This taught programme is offered at Postgraduate Certificate, Diploma and Master's level and is studied on a part time basis only.

The Postgraduate Certificate consists of 60 credits. Students may graduate with their Postgraduate Certificate or apply to transfer to the Postgraduate Diploma, which consists of a further 60 credits (total 120 credits).

The Postgraduate Diploma is also available to applicants who have previously studied the Newcastle, E-Learning or NUMed Postgraduate Certificate, however time restrictions (normally within 5 years) will be applied.

Students may graduate with the Postgraduate Diploma or apply to transfer to the Master's, which consists of a further 60 credits (180 credits).

The Master's is also available to applicants who have previously studied the Newcastle, E-Learning or NUMed Postgraduate Diploma, however time restrictions (normally within 5 years) will be applied.

In addition to the studied modules students are offered online training in library and IT skills.

Members of University staff and NHS staff involved in the teaching of Newcastle University students can apply through Newcastle's AdvancedHE/HEA accredited UKPSF CPD scheme for the award of HEA Associate Fellowship or HEA Fellowship following Board of Examiners confirmation of successful completion of the Certificate award.

All other programme participants may individually apply directly to AdvancedHE/HEA for the award of HEA Associate Fellowship or HEA Fellowship following Board of Examiners confirmation of successful completion of the Certificate award.

Key features of the programme (including what makes the programme distinctive)

Using an e-learning approach to delivery, the design of the programme makes it practicable for those in full-time employment to gain a Certificate, Diploma or Master's award. The programme supports students at a distance using online activities and resources specifically designed for the programme.

In terms of content, the programme emphasises a practical approach to medical education in the workplace, underpinned by an appropriate academic framework for those studying at Level 7. Thus, where possible, modules provide the opportunity for students to pursue personal interests and to integrate learning on the course with work-based projects and/or other activities relevant to their own context. The dissertation project is usually based on students' own ideas, with the programme team providing guidance on how to develop these ideas into a suitable dissertation project. In other cases, the programme team can provide suggestions for suitable projects.

Programme regulations (link to on-line version)
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13 Support for Student Learning
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14 Methods for evaluating and improving the quality and standards of teaching and learning

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15 Regulation of assessment

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In addition, information relating to the programme is provided in:
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The School Website (see http://www.ncl.ac.uk/sme/)

The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/
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The University Regulations http://www.ncl.ac.uk/regulations/docs/
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Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.
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