PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Postgraduate Certificate in Medical Education Postgraduate Diploma in Medical Education Master of Medical Education
4	**Programme Title**	Master of Medical Education (5445F) Master of Medical Education (5886P)* Master of Medical Education (5496P) Master of Medical Education (1 yr accelerated) (5446P) Postgraduate Diploma in Medical Education (3510P) Postgraduate Diploma in Medical Education (2 yr) (3530P)* Postgraduate Diploma in Medical Education (1 yr accelerated) (3531P) Postgraduate Certificate in Medical Education (3146P) Postgraduate Certificate in Medical Education (3190P) CPD Medical Education (6060P) CATS Postgraduate Certificate (3192P) CATS Postgraduate Diploma (3553P) * These programmes are withdrawn.
5	**UCAS/Programme Code**	See above
6	**Programme Accreditation**	The Postgraduate Certificate programme holds *Accreditation Plus* status with the Academy of Medical Educators (AoME).
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	7
9	**Date revised**	May 2024

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 (Pg Diploma and Masters stages).

A3 explain and justify the decisions made when designing methods for investigating medical education (Pg Diploma and Masters 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 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, and 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 Postgraduate Certificate and 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, mainly online, but including optional present in person study days. Summative assessment is carried out via a variety of written and oral assignments, including, 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' 'Utilising Technology in Medical Education' and 'Leadership, Professionalism and Governance in Medical and Health Professions Education' and 'Simulation in Health Professions 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 written assessment, and by critical appraisal the outputs of scholarly activity), 'Advancing Teaching and Learning' (by reviewing and critiquing literature related to 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 educational practice), 'Leadership, Professionalism and Governance in Medical and Health Professions Education' (by developing a leadership plan with reference to scholarly literature) and the personal project within the 'Advanced Study' and 'Simulation in Health Professions Education' 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' and 'Scholarship in Medical Education'modules, 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 (Pg 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 summatively assessed in the 'Teaching and Learning in the Workplace', 'Understanding Programmes of Learning', 'Assessment in Medical Education', 'Advancing Teaching and Learning', 'Current Educational Issues', 'Simulation in Health Professions Education ', 'Utilising Technology in Medical Education' and 'Leadership, Professionalism and Governance in Medical and Health Professions 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 'Leadership, Professionalism and Governance in Medical and Health Professions Education', in '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', 'Utilising Technology in Medical Education' and 'Leadership, Professionalism and Governance in Medical and Health Professions Education' modules. **B4** is assessed in 'Scholarship in Medical Education', 'Current Educational Issues', 'Leadership, Professionalism and Governance in Medical and Health Professions Education' 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 (Pg 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 and are also encouraged to use a reflective diary and seek peer feedback 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 'Leadership, Professionalism and Governance in Medical and Health Professions Education' module requires students to develop a leadership plan to address an identified issue. The 'Advancing Teaching and Learning' module asks students to undertake a practice-based analysis and carry out an evaluation of a small aspect of their practice ation **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),'Understanding Programmes of Learning' (by the analysis of curriculum) and 'Leadership, Professionalism and Governance in Medical and Health Professions Education' (as described within C1). **C3** is mainly assessed through the dissertation ('Advanced Study' module) but is also assessed in the 'Scholarship in Medical Education' and 'Advancing Teaching and Learning' modules.

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 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.

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12	Programme Curriculum, Structure and Features

Basic structure of the programme

This taught programme is offered at Postgraduate Certificate, Postgraduate Diploma and Masters level and is studied on a part time basis only (apart from 5445F, the Master of Medical Education FT, which is offered as a full-time 1-year programme), and also as stand-alone CPD modules.

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. This is considered (for the purposes of progression and assessment regulations) as a top-up.

Students may graduate with the Postgraduate Diploma or apply to transfer to the Masters (subject to meeting the criteria), which consists of a further 60 credits (180 credits).

The Masters 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.

The Postgraduate Certificate and Postgraduate Diploma are also available in CATS mode. The maximum period of study for CATS shall be 5 years.

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

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 practical for those in full-time employment to gain a Postgraduate Certificate, Postgraduate Diploma or Masters 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)
R5445F_6060P_2425_vFinal.pdf

13   **Support for Student Learning**
Generic Information

14   **Methods for evaluating and improving the quality and standards of teaching and learning**
Generic Information

15   **Regulation of assessment**
Generic Information

In addition, information relating to the programme is provided in:
The School Website (see http://www.ncl.ac.uk/sme/)
The University Prospectus: https://www.ncl.ac.uk/postgraduate/
The University Regulations http://www.ncl.ac.uk/regulations/docs/

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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Mapping of Intended Learning Outcomes onto Curriculum/Modules

Learning outcomes are addressed to varying degrees in different modules.

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Teaching and Learning in the Classroom	Compulsory	1	3	1, 2	1, 2, 3, 4
Teaching and Learning in the Workplace	Optional	1	1, 2, 3	1, 2	1, 2, 3, 4
Understanding Programmes of Learning	Optional	1	1, 2	2	1, 2, 3, 4
Assessment in Medical Education	Optional	1	1, 2	1, 2	1, 2, 3, 4
Scholarship in Medical Education	Compulsory	2	2, 4	3	1, 2, 3, 4
Utilising Technology in Medical Education	Optional	1, 2	1, 2, 3		1, 2, 3, 4
Current educational issues	Optional	2	1, 2, 4		1, 2, 3, 4
Advancing Teaching and Learning	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
Leadership, Professionalism and Governance in Medical and Health Professions Education	Optional	1, 2	1, 2, 3, 4,	1, 2	1, 2, 3, 4
Simulation in Health Professions Education*	Optional	1	1, 2, 3	1, 2	1, 2, 3, 4
Advanced Study Module	Dissertation project Compulsory	2	1, 2, 4, 5	3	1, 2, 3, 4

*Simulation in Health Professions Education is not running in 2024/25