



**UNIVERSITY OF
PLYMOUTH**

Faculty of Health

Peninsula Medical School

Programme Specification

Masters in Clinical Education (Full Time 4633)

Masters in Clinical Education (Part Time 4611)

Masters in Clinical Education (Distance Learning 6503)

Postgraduate Certificate in Clinical Education (Part Time 4609)

**Postgraduate Certificate in Clinical Education (Distance Learning
6504)**

2020/21 Academic Year

- **Final award title**

Masters Clinical Education (MClinEd)

Masters Clinical Education (MClinEd) (with Merit)

Masters Clinical Education (MClinEd) (with Distinction)

- **Level 7 Intermediate award title(s)**

Postgraduate Certificate Clinical Education: completion of 60 credits

Postgraduate Diploma Clinical Education: completion of 120 credits

UCAS code: Not applicable

JACS code: A900

- **Awarding Institution:** University of Plymouth

Teaching institution(s): University of Plymouth

- **Accrediting body(ies)**

Academy of Medical Educators for Certificate Stage – reaccreditation due February 2022

Advance HE (formerly known as the Higher Education Academy) – reaccreditation due August 2024

- **Distinctive Features of the Programme and the Student Experience**

The Masters in Clinical Education Programme (MClinEd) is designed primarily for clinicians and others involved in clinical education to develop their knowledge and skills as teachers, trainers, educational scholars, leaders and managers. The programme is aimed at doctors, dentists and other healthcare professionals and at individuals teaching in formal university settings on medical, dental and other healthcare degree programmes.

Distinctive Features:

- Clinical Education is well established at the University of Plymouth's Faculty of Health reflecting the mission to foster excellence, innovation across the healthcare professions.
- The Clinical Education programme is aligned to the strategic objectives of University of Plymouth, Health Education England as well as the General Medical Council's requirements for future clinical and educational supervisors.
- The Clinical Education programme links to the strategic aims of the Association for the Study of Medical Education (ASME), and the Association for Medical Education in Europe (AMEE).
- There are **two pathways** to studying Clinical Education at the University of Plymouth. There is a face-to-face pathway, available on both a part-time and full-time basis, which is taught mainly in Plymouth, and a distance learning pathway, for part-time students only. You must register for a particular pathway and will only be able to transfer between pathways on successful completion of a stage (that is 3 x 20 credit modules at the Certificate stage of the distance learning pathway OR 2 x 30 credit modules at the Certificate stage of the face-to-face pathway). Details of each of pathway are available on pages 7 to 11.
- Both pathways provide a one-day orientation and introduction to teaching day that gives participants the opportunity to meet each other and the core tutors. This is to develop trust between participants as you will be required to engage and collaborate with each other as the course develops.
- **Both pathways** are accredited by the Academy of Medical Educators (AoME) at the Certificate stage. This means that on completion of this stage of the programme you will be able to complete a short application to the AoME to gain Fellowship if you choose. There is a cost associated with this. Your tutor may be approached to provide a reference.
- **The face-to-face pathway** is accredited by Advance HE (formerly the Higher Education Academy) at the Certificate stage until August 2024. To obtain professional recognition with Advance HE, you will need to (i) complete an Application for Fellowship form (either D1 or D2) *at the same time as the final assignment for CLI714* and (ii) successfully complete the required module/s (CLI713 for Associate Fellowship and CLI713 and CLI714 for Fellowship). A decision will therefore be made about Fellowship awards based on both your application and whether you have passed the required module/s. Please note that there are fees associated with professional recognition. Details of the costs can be found on Advance HE's website: <https://www.advance-he.ac.uk/>
- **The distance learning pathway** is accredited by Advance HE at the Associate Fellow level only. To obtain professional recognition you will need to (i) complete an application for Fellowship (D1) *at the same time as the final assignment for CDL711* and (ii) successfully pass module CDL711. Please

note that there are fees associated with professional recognition. Details of the costs can be found on Advance HE's website: <https://www.advance-he.ac.uk/>

- Your dissertation will be supported by a member of the academic staff with additional support from staff with methodological expertise.

Student experience:

Both the face-to-face and distance learning pathways of the programme offer a range of teaching and learning experiences, from exploring readings and engaging in discussion to practice-based tasks, reflection and evaluation of teaching/education-related activities. In order to promote cohesion within their pathway and to reflect their study preferences, face-to-face and distance learning students will be guided through different sets of resources and will form two distinct cohorts. However, the intended learning outcomes of the programme are the same, students will be entitled to the same sources of support and guidance, and their respective experiences and feedback will be monitored through the same University and Faculty structures.

Whichever pathway you choose, the face-to-face, or the distance learning pathway, the first stage of the MClEd, the Postgraduate Certificate in Clinical Education, provides an exploration of educational theory and its relationship to adult learning in Higher Education and work-based, clinical environments together with an exploration of current issues in clinical education.

The second stage of the MClEd, the Postgraduate Diploma in Clinical Education, is designed to build upon the knowledge, concepts and skills introduced in the Postgraduate Certificate and to prepare participants for their educational roles through the development and application of advanced analytical and research skills. At this stage, you have some module choice on the face-to-face pathway (see pages on Programme Structure).

On both pathways, if you wish to progress to the dissertation stage of the programme you must successfully pass the Project Design, Development and Knowledge Transfer module (PDD721). You are also advised to ensure that your project proposal can realistically be achieved before proceeding to the dissertation stage.

In order to progress to the dissertation stage, you will need to:

- Demonstrate an ability to ask a robust, meaningful and focused questions, of relevance to their discipline/professional practice, to be addressed by the proposed project.
- Develop a coherent and well-argued case for the proposed project through the systematic, critical evaluation and synthesis of relevant evidence from a range of sources.
- Demonstrate a practical understanding of the design, methodology and project management appropriate to the proposed project and justify your chosen approach.
- Demonstrate a comprehensive understanding of the process of translating knowledge/evidence within your discipline/area of practice and to identify the potential value of the project to end users.
- Demonstrate a critical insight into own ability to successfully complete the proposed project and to identify specific learning and personal development needs required to do so.

The overall learning, teaching and assessment approaches employed within this programme have been developed in accordance with the educational strategy of the University of Plymouth. The overall aim is to improve health outcomes through enhanced educational practice and to facilitate real change in the quality of clinical care and health for individuals and the wider community, regionally, nationally and globally.

The University of Plymouth will support students with a range of formative and summative assessment approaches that will allow them to demonstrate their achievements in relation to the learning outcomes of the programme. Formative assessment will involve opportunities for discussion and feedback from peers and tutors. The summative assessment element for each module will provide students with the opportunity to demonstrate achievement of the intended learning outcomes.

For both pathways, a range of teaching approaches will be used across the programme to role model good practice. For example, learning in small groups will be employed to encourage the exchange of information and ideas and to enable students to learn from and with colleagues from a variety of clinical backgrounds. For the distance learning pathway, you will be required to engage in online discussions and reflections of teaching practices.

You will be supported by the Programme and Module Leads throughout the programme, and will be designated a personal tutor in line with the University of Plymouth policy on personal tutoring. The personal tutor will act as a sustained and first point of reference for students on personal, domestic or academic matters including signposting to student support services available via the University.

Learning resources and facilities for both individual and group electronic communications between students and between students and tutors are available through the Digital Learning Environment. You will be given a session on the use of the Digital Learning Environment during the programme induction. On-line tutorials are also available to students.

The University of Plymouth provides a wide range of student support services including:

- Learning Development
- Disability Services
- English Language Centre
- Careers and Employability
- Student Counselling Services
- Health and Wellbeing
- Student Union
- International Student Advisory Service
- Faith and Spiritual

- **Induction**

Students on both pathways will be introduced to the programme, the programme team and the Digital Learning Environment at an induction on the first day of the course (at the Certificate Stage). We strongly encourage all participants to participate. If it is not possible for students to attend, information will be made available online but research points to the benefits of a blended approach for a successful learning experience. All students on both pathways will also be allocated a personal tutor whom they can contact if questions arise.

- **Relevant QAA Subject Benchmark Group(s)**

This programme has been developed with reference to the relevant policies and procedures related to University of Plymouth and external agencies such as the Quality Assurance Agency, Advance HE and the Academy of Medical Educators.

The University of Plymouth is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who seek to apply to work or study at the University, are

treated fairly and are not subjected to discrimination by the University on any of these grounds (University Equality and Diversity Policy).

- **Programme Structure**

This is an integrated programme with the emphasis on acquisition of knowledge, teaching skills and personal development across the modules. Most students will study on a part time basis with each stage of the programme normally completed within one year. A full-time option is also available for the face-to-face pathway.

The award of Masters requires the successful completion of a minimum of 180 credits and the Postgraduate Diploma requires the successful accumulation by the candidate of a minimum of 120 credits. It is also possible to exit with a Postgraduate Certificate of 60 credits. Further details of each module can be found in the Module Records.

A summary of the modules, and corresponding module credits for each of the pathways is given on the next few pages. Due to the different teaching modalities (face-to-face versus distance learning), the module requirements and credit ratings are necessarily different. This is because the distance learning course has been specifically designed based on the pedagogies of distance learning. The two pathways reach the same overall programme learning outcomes but in different ways, evidencing our appreciation of different teaching and learning approaches.

Programme Structure for Face-to-Face Delivery

Full time Route:

Students studying on a full-time basis, will normally complete the programme within 12 months.

September – December

CLI713 Clinical Educational
Practice:
Theory, Evidence and Application

(30 Credits)

PDD721 Project Design,
Development and Knowledge
Transfer

(30 Credits)

January – March

Simulation and Enhanced
Learning (SIM711)
or
Human Factors in Healthcare
(SIM715)
or
Organisation, Development and
Culture (HML712)

(30 Credits)

CLI714 Contemporary Issues
in Clinical Education

(30 Credits)

DIS731 Dissertation

(60 Credits)

Part Time Route:

Students studying on a part-time basis will normally complete each stage of the programme within one academic year.

Postgraduate Certificate stage modules:

CLI713 Clinical Education Practice: Theory, Evidence and Application (30 Credits)	CLI714 Contemporary Issues in Clinical Education (30 Credits)
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Postgraduate Diploma stage modules:

Simulation and Enhanced Learning (SIM711) or Human Factors in Healthcare (SIM715) or Organisation, Development and Culture (HML712) (30 Credits)	PDD721 Project Design, Development and Knowledge Transfer <i>or an alternative module from the modules listed to the left, for those students exiting at the Diploma stage of the programme</i> (30 Credits)
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Masters stage module:

Dissertation (DIS731) (60 Credits)

Module choices at Diploma stage are subject to availability and change. Students wishing to progress to the Masters stage of the programme must undertake the Project Design, Development and Knowledge Transfer module (PDD721).

In accordance with University of Plymouth Academic Regulations, the award of Masters degree requires the successful accumulation by the candidate of a minimum of 180 credits. In order to complete the MEd, Clinical Education students will need to satisfy the academic standards for the required modules as outlined below:

Modules for Face to Face Pathway

CLI713 Clinical Education Practice: Theory, Evidence and Application (30 credits)

In this module, you will explore the principles and practice of teaching and learning, including session planning, teaching methods, assessment, feedback and the evaluation of educational practice. You will draw on educational theory and on pedagogic research, combined with peer review, to reflect on your teaching in context.

CLI714 Contemporary Issues in Clinical Education (30 credits)

This module enables the exploration of current issues, drivers and challenges in undergraduate, postgraduate and continuing clinical education, drawing widely on contemporary research and scholarship. You will be encouraged to reflect on their roles as clinical educators, investigate the impact of culture and policy on education within their discipline/specialty and interrogate your practice in the context of professional standards and values.

SIM711 Simulation and Enhanced Learning (30 credits)

An in-depth exploration of a range of simulation-based learning modalities that can improve patient safety and quality of care through Enhanced Learning. The module will incorporate a critical study of the underpinning theory from education and expert practice, change management and innovation.

SIM715 Human Factors in Healthcare (30 credits)

This module focuses on the physical and psychological links between organisations, employees and their work environment and how the concept of human factors influences the way we work in healthcare. The use of simulation for training and assessment of human factors will be integral to the module, which will feature some practical exploration of the subject area.

HML712 Organisation, Development and Culture (30 credits)

This module comprises an in-depth study of organisations in the 21st century, with a focus on health and care. Critical study of the structure, values and cultures of organisations will be incorporated along with the underpinning theory from established and contemporary organisation literature.

PDD721 Project Design, Development and Knowledge Transfer (30 credits)

In this module, you will gain practical experience of problem identification and problem solving, and be supported to develop innovative and creative approaches to the project design, development and knowledge transfer process. This module is mandatory if you wish to progress to the Dissertation stage of the programme.

DIS731 Dissertation (60 credits)

The aim of the dissertation is to enable students to demonstrate their ability to design, conduct, evaluate and write up a project on a topic that is of relevance to the title and aim of their award and in doing so, to demonstrate self-direction, originality and an ability to act autonomously in the planning and implementation of project skills at an advanced professional level.

Programme Structure for the Distance Learning Route:

Students studying on a part-time basis will normally complete each stage of the programme within one academic year.

Postgraduate Certificate stage Modules:

Principles of Learning and Teaching in Clinical Education CDL711 (20 Credits)	Assessment, Feedback and Evaluation Principles and Practices CDL712 (20 Credits)	Current Issues in Clinical Education CDL713 (20 Credits)
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Postgraduate Diploma stage modules:

Technology Enhanced Learning CDL723 (20 Credits)	Research Methods in Healthcare CDL724 (20 Credits)	Research Design and Development CDL721 (20 Credits)
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Masters stage module:

Dissertation (DIS731) (60 Credits)

Module choices at Diploma stage are subject to availability and change.

In accordance with University of Plymouth Academic Regulations, the award of Masters degree requires the successful accumulation by the candidate of a minimum of 180 credits. In order to complete the MClined, Clinical Education students will need to satisfy the academic standards for the required modules as outlined below:

Modules for Distance Learning Pathway

CDL711 Principles of Learning and Teaching in Clinical Education (20 credits)

This module will develop your knowledge and skills as a clinical educator, exploring theories of learning as well as practical aspects of session planning, strategies for interactive learning and reflective practice. A key aspect of the module will be the opportunity to practise and reflect on teaching skills, and to gain feedback from learners and peers.

CDL712 Assessment, Feedback and Evaluation Principles and Practices (20 credits)

In this module the principles and practices of assessment, feedback and evaluation currently employed in clinical contexts are explored. You will draw on your own experiences and supported with research evidence, will evaluate a range of approaches. You will also actively participate in peer assessment and feedback activities.

CDL713 Current Issues in Clinical Education (20 credits)

This module will explore current issues, drivers and challenges in undergraduate, postgraduate and continuing clinical education, and will draw widely on contemporary educational research and scholarship. You will be encouraged to reflect on their role as clinical educators, and to investigate the impact of culture and policy on your practice.

CDL724 Research Methods in Healthcare (20 credits)

This module provides an introduction to the methodological choices researchers have available to them in the context of healthcare and/or clinical education research. Qualitative, quantitative and mixed methods approaches are explored, as well as consideration of ethics.

CDL721 Research Design and Development (20 credits)

This module provides an introduction to the research design, development and knowledge transfer process. You will be supported in generating a research idea and developing it into a coherent and achievable research proposal for a Masters dissertation.

CDL723 Technology Enhanced Teaching and Learning (20 credits)

This module provides a broad overview of technologies and their associated pedagogical affordances. With reference to the research on technology-enhanced learning, you will explore both the strengths and limitations of particular approaches and will critique their relevance to practice.

DIS731 Dissertation (60 credits)

The aim of the dissertation is to enable you to demonstrate your ability to design, conduct, evaluate and write up a project on a topic that is of relevance to the title and aim of your award and in doing so, to demonstrate self-direction, originality and an ability to act autonomously in the planning and implementation of project skills at an advanced professional level.

Programme Aims

The programme intends to:

1. Support participants in developing a critical knowledge and conceptual base in the field of clinical educational practice
2. Facilitate participants' critical reflection of their own educational practice
3. Enable participants to meet the requirements of the Academy of Medical Educator's Professional Standard's Framework
4. Prepare participants for critically analysing an evidence base
5. Enable participants to identify the rationale for, plan and facilitate, changes in practice, with reference to educational principles
6. Prepare participants to conduct and evaluate a project in clinical education.

Progression from the PgDip Clinical Education to the MClinEd in Clinical Education is recognised by the additional learning outcomes of problem solving, research and enquiry together with ethical awareness and application.

Programme Intended Learning Outcomes

The Intended Learning Outcomes for the MClinEd reflect the Level 7 Qualification Descriptors provided by the [Quality Assurance Agency \(QAA\) Framework for Higher Education Qualifications \(FHEQ\)](#).

1 Knowledge and understanding

On successful completion graduates should have developed:

- 1.1) A systematic understanding and critical awareness of the nature of teaching, learning and assessment in clinical education
- 1.2) A comprehensive understanding of contemporary evidence and literature supporting their teaching and assessment practices

2 Cognitive and intellectual skills

On successful completion graduates should be able to:

- 2.1) Critically reflect 'in and on' teaching, learning and assessment practices, demonstrating insight, personal responsibility and accountability
- 2.2) Utilise critical analysis and appraisal skills to evaluate current theory and evidence relevant to their teaching and assessment practices
- 2.3) Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches to meet learners' needs.

3 Key and transferable skills

On successful completion graduates should have developed the ability to:

- 3.1) Manage complexity systematically and creatively to make pedagogically sound teaching and assessment judgements
- 3.2) Demonstrate self-direction and originality in tackling and solving problems, managing and leading themselves and others, and planning and implementing tasks as a professional teacher.
- 3.3) Communicate clearly and effectively to specialist and non-specialist audiences.

4 Employment related skills

On successful completion graduates will have the qualities and transferable skills necessary for employment requiring:

- 4.1) The exercise of initiative and personal responsibility
- 4.2) Decision making in complex and unpredictable situations
- 4.3) The independent learning ability required for continuing professional development

5 Practical skills

On successful completion graduates should have developed:

- 5.1) Teaching skills and competencies required of a clinical educator as outlined in the Academy of Medical Educators' Professional Standards Framework
- 5.2) Analysis, appraisal and synthesis skills related to current evidence, evaluation and improvement
- 5.3) The ability to critically reflect on professional practice to improve own and others' practices

Admissions Criteria, including Accreditation of Prior Learning

Normally a recognised first degree or equivalent will be required, along with opportunities to teach and/or support the learning of others.

We will require you to submit a personal statement on application detailing your teaching experiences as it is essential that within your professional role you have opportunities to teach in order to be able to complete some of the assignments. As places are limited applicants will be selected on the basis of the strength of their personal statement, including the currency of their teaching experiences. Tutors reserve the right to interview and to request assurances regarding potential students' opportunities to teach.

Entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme may also be considered, in line with QAA guidance.

English Language

Applicants whose first language is not English will be required to provide evidence of competence in English language. The minimum acceptable English language

requirement for postgraduate courses is IELTS 7.0 with no less than 7.0 in any of the four components (listening, reading, speaking, and writing). Equivalent qualifications can be accepted. Please visit entry requirements for international student's page for more information: <https://www.plymouth.ac.uk/international>

Accreditation of Prior Learning AP(C)L/AP(E)L

Accreditation of prior certificated learning AP(C)L and accreditation of prior experiential learning AP(E)L refer to the process by which previous formal certificated learning and informal non-certificated learning can be awarded credit towards modules within the sphere of Higher Education.

Credit for prior learning, whether certificated or experiential, may count towards the requirements for the named award. A student seeking credit (whether certificated or experiential) will normally be required to apply for such credit on receipt of an offer of a place on a programme.

Applications for AP(E)L and AP(C)L entry will be considered in line with standard University of Plymouth Policies and Procedures. <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

When applying, make sure you have all your supporting documents.

Documents required usually include:

- Evidence of qualifications (degree certificates or transcripts), with translations if not in English, to show that you meet, or expect to meet the entry requirements
- Evidence of English language proficiency, if English is not your first language
- Personal statement of approximately 250-400 words about the reasons for your interest in this course and outlining the nature of previous and current teaching experience. You can write this into the online application form, or send it as a separate attachment.
- Two academic/professional references, confirming your suitability for the course
- Two passport photographs
- Curriculum Vitae or résumé, including details of relevant professional and/or voluntary experience, professional registration/s and visa status for overseas workers
- Proof of sponsorship, if applicable

IT Requirements for the Distance Learning Pathway

This programme is designed to be accessed via any computer with internet access and web browser software installed. In order to engage with the course material fully, you will need access to a computer and the internet, you will also need a Webcam, microphone, and Skype, for individual and group tutorials, and we strongly recommend you invest in bibliographic database software for example EndNote. It is highly recommended you have access to a reliable Broadband connection (1Mbps or higher) to access the course materials.

Minimum Specifications

Personal Computer

This is the recommended minimum specification for using *University of Plymouth's – DLE (Digital Learning Environment)*. If your computer does not have the proper hardware, the DLE may run slowly or may not run at all. Below we have outlined minimum hardware requirements*:

- A PC with Microsoft Windows 7 or higher or an Apple Mac running OS X (10.10 or higher).
- A 1GHz processor or higher
- 1GB of RAM or higher
- 15 GB available hard disk space. You only need this space if you intend on downloading and saving multi-media course content (e.g. Video files)
- Administration rights for installing any necessary software
- Soundcard and speakers/headphones
- Screen setting of at least 600 x 800 (recommended 1024 x 768), 32-bit 'High Colour'
- A high speed internet connection (1Mbps broadband or higher recommended).

Browsers

- Our system supports all latest stable versions of Microsoft Edge, Internet Explorer, Chrome, Safari and Firefox.
- The University recommends that the DLE is accessed using Edge or Google Chrome

Additional software

Continue to use your existing software, only install the listed software if you are instructed to do so during your studies or by the course team.

- The **Adobe Flash Player 11** or higher. You will need this for playing audio, video, animations, and other interactive content.
- **Adobe Acrobat Reader X** or higher. This is free software for reading portable documents (PDF files)

Office 365 for Students

All University of Plymouth's students have access to Office 365 which gives you the usual Microsoft Office tools and more. It's free but will require a subscription once you leave. Also be aware that Office 365 will override any Office product you have already bought, so think before installing.

As part of your Office 365 you have:

- 50GB of mail box space (see the section below for more information)
- 1TB (Terabyte) OneDrive for Business for storage and sharing (more information below)
- Office online apps Word, Excel, PowerPoint and OneNote online
- Free copies of Office Pro Plus suite, for installation on up to 5 devices (any combination of PCs and Macs as well as mobile devices)

For further information about obtaining and installing Office please go to the University page: <https://www.plymouth.ac.uk/students-and-family/about-us/university-structure/service-areas/it-services/collaboration-project-resources>

Media Players

You will have access to a range of audio and video files during your course. To open these files you may need to have the following media players installed on your computer:

- Adobe Flash Player (for both Windows and Mac OSX) - <http://get.adobe.com/flashplayer/>
- Apple Quick time (for both Windows and Max OSX) - <https://support.apple.com/downloads/quicktime>

- VLC Media player (for both Windows and Max OSX)
<http://www.videolan.org/vlc/>

All of these media players are free to download.

Software to use at home

There are various applications that are provided to our students without charge or are offered at a greatly reduced purchase price. For a full list of these applications please go to: <https://ict-webtools.plymouth.ac.uk/workathome/default.aspx>

Skills Requirement

Computer Literacy

A basic knowledge of computer and internet skills is required to be successful on the programme, particularly on the distance learning pathway. You will need:

- An understanding of basic computer hardware and software; ability to perform computer operations, such as:
 - Software installation, security and virus protection
 - Using software applications, such as Word, PowerPoint, Excel, email clients
 - Sending and downloading attachments
- Experience of the internet (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
- An ability to use online communication tools, such as emails, discussion boards, Skype etc.

Progression criteria for Final and Intermediate Awards

Passing criteria and grading

Criteria for passing each module and final award criteria will be described in detail in the Module Records and Programme Handbook.

- As a general rule one UK credit equates to 10 hours of study. Therefore you should allow 300 hours of study for a 30 credit module including face to face study days, tutorials, self-directed independent learning outside any timetabled

hours, some of which may occur in the workplace. Similarly for the distance learning modules 20 credits equates to 200 hours which could include for example: online discussions, webinars, tutorials and self-directed learning.

- Please see the Award Section of the University of Plymouth Academic Regulations for information regarding the calculation of your degree classification <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Rules of Progression

Face-to-Face Pathway:

Under normal circumstances, students are expected to successfully complete PDD721 before commencing DIS731

Distance Learning Pathway:

Under normal circumstances part-time distance learning students are expected to:

- Complete CDL711 before commencing CDL712
- Complete CDL712 before commencing CDL713
- Complete the Certificate before commencing Diploma modules
- Complete CDL724 before commencing CDL721
- Satisfactorily complete the Diploma before commencing the Masters dissertation

Management of Assessment

The management of assessment is overseen by the Award Assessment Board. The External Examiner provides independent overview and advice. All assessments are evidence-based and supported by educational literature. The assessments will be regularly reviewed in relation to student performance and feedback from academic staff, external examiners and the discussions in the various Assessment Panels and the Award Assessment Board. For both the distance learning and face-to-face pathways, feedback from students via online surveys, student representatives and study day feedback forms is also considered.

External Examiners

External Examiners are essential to the academic well-being of the university, ensuring that:

- Standards are appropriate by reference to published national subject benchmarks, the National Qualifications Framework and the University's programme specifications

- The assessment process measures student achievement against the intended learning outcomes.
- Our awards are comparable in standard to awards conferred by other UK HE institutions.
- The assessment process is operated fairly and equitably and in accordance with University Regulations.

External examiners attend Panels and Award Assessment Board meetings that include student work from both pathways. They also have the opportunity to attend study days during term time and to meet student representatives in person and virtually.

In these ways, in conjunction with external examiners, the Programme Team ensure that students have equal opportunity to meet the learning outcomes and succeed in their academic achievements.

Non Standard Regulations

The following are exceptions to the normal University regulations and apply to the modules CLI713 Clinical Education Practice: Theory, Evidence and Application and CLI714 Contemporary Issues in Clinical Education:

- Students are required to pass all elements of a module assessment at 40% and achieve an overall module mark of 50% in order to pass the module.

Transitional Arrangements

You will register for either the distance learning pathway OR the face-to-face pathway of the Clinical Education programme on entry. It may be possible to transfer between these pathways but ONLY when a complete stage (that is 60 credits) has been achieved, and at the discretion of the programme team. This is due to the different credit ratings of the modules on each programme (20 credits at distance learning and 30 credits for the face-to-face) and limitations on places.

All applicants seeking Accreditation of Prior Learning, including those from students with prior credits awarded by the University of Plymouth, will be subject to the Accreditation of Prior Learning regulations of the University <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>.

Appendix 1

Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes

Clinical Education Face-to-Face Pathway (p.23)

Clinical Education Distance Learning Pathway (p.24)

Appendix 1: Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes
 Clinical Education Face-to-Face Pathway & Clinical Education Distance Learning Pathway

Module	Credits	C – core E – elective	Award Learning Outcomes contributed to																				Compensation	Assessment element(s) and weightings E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
			Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
CLI713	30	C	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		N	C1 – 50% P1 50%
CLI714	30	C	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		N	C1 – 50% P1 – 50%
Learning Outcomes 60 credits																								
SIM711	30	E	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓		N	C1 – 100%
SIM715	30	E										✓	✓		✓	✓	✓			✓	✓		N	C1 – 100%
HML712	30	E							✓				✓		✓	✓	✓			✓	✓		N	C1 – 70% P1 – 30%
PDD721	30	E (C if progressing to DIS731)	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓		N	C1 – 100%
Learning Outcomes 120 credits																								
DIS731	30	C	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓		N	C1 – 100%
Learning Outcomes 180 credits																								
Confirmed Award LOs																								

Module	Credits	E - Core C - Core E - Elective	Award Learning Outcomes contributed to																				Y/N Compensation	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
			Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
CDL711	20	C	✓	✓			✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓		N	C1 – 100%
CDL712	20	C	✓	✓			✓				✓	✓	✓		✓	✓	✓		✓	✓	✓		N	C1 – 100%
CDL713	20	C	✓	✓			✓	✓	✓				✓				✓			✓	✓		N	C1 – 50% P1 50%
Learning Outcomes 60 credits																								
CDL723	20	C	✓	✓			✓	✓	✓			✓	✓		✓		✓			✓	✓		N	C1 – 100%
CDL724	20	C		✓				✓	✓			✓	✓		✓	✓	✓			✓			N	C1 – 100%
CDL721	20	C		✓				✓	✓			✓	✓		✓	✓	✓			✓			N	C1 – 100%
Learning Outcomes 120 credits																								
DIS733	60	C	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓			✓			N	C1 – 100%
Learning Outcomes 180 credits																								
Confirmed Award LOs																								