Peninsula Medical School

Programme Specification

2021/22 Academic Year

Masters in Clinical Education (Full Time 7280)

Masters in Clinical Education (Part Time 7279)

Masters in Clinical Education (Distance Learning 7281 & 7282)

Postgraduate Certificate in Clinical Education (Part Time 7283)

Postgraduate Certificate in Clinical Education (Distance Learning 7284 & 7285)

Contents

2021/22 Academic Year

1.0 Programme Information

Final award title

Masters Clinical Education (MClinEd)

Level 7 Intermediate award title(s)

Postgraduate Certificate Clinical Education

Postgraduate Diploma Clinical Education

HECOS codes

100459 - Education Studies

101088 - Research and Study Skills in Education

2.0 Awarding Institution

University of Plymouth

Teaching Institutions

University of Plymouth

3.0 Accrediting bodies

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

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

4.0 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.

4.1 Distinctive Features

- The Clinical Education programme at the University of Plymouth is widely recognised for its interactive engagement, collaborative learning approaches and expert tutor support.

- The Clinical Education programme offers a choice from two distinctive modes of study:

  1. Face-to-face (F2F) pathway, available on both a part-time and full-time basis, taught mainly in Plymouth
  2. Distance learning pathway, for part-time students only, taught exclusively online.

  The content and structure of both pathways is the same. Details of each of pathway are available on pages 7 to 11.

- 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).

- Both pathways of the Clinical Education programme 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 PGCert in Clinical Education is accredited by Advance HE at Associate Fellow level. To obtain professional recognition you will need to (i) complete an application for Fellowship (D1) at the same time as the final assignment for CLE711 and (ii) successfully pass module CLE711. 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 Masters in Clinical Education offers comprehensive research methods training leading towards a 40 credit dissertation which will be supervised by a member of academic staff

4.2 Student experience

Learning activities

Both the face-to-face and distance learning pathways of the programme will role model a range of teaching and learning experiences. These include a blend of directed, asynchronous, independent learning activities in the online environment and synchronous collaborative learning either in the classroom (F2F pathway) or in online webinars (Distance pathway). This approach is designed to encourage the exchange of information and ideas and to enable students to learn from and with colleagues from a variety of clinical backgrounds.

Figure 1. Typical learning activities

Asynchronous, directed, online independent learning	Synchronous collaborative learning in the classroom (F2F pathway) or in online webinars (Distance pathway)
Directed reading Podcasts & Vodcasts Videos Post-session reading Discussion forums Journalling/reflexive practice Assignment preparation	Discussion Groupwork Case studies Quick fire questions/quizzes/polls Debate Panels & visiting speakers Mini-presentations Reflective activities Use of collaborative learning tools e.g. mentimeter, padlet, forums

Course structure and content

The learning outcomes of the programme are the same on each pathway. The F2F and Distance learning modules have the same course structure and content, and draw on similar resources. They each have their own dedicated module sites. Students will be entitled to the same sources of support and guidance, and their respective evaluation and feedback will be monitored through the same University and Faculty structures.

Course progression

The first stage of the MClinEd, 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 MClinEd, 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.

If you wish to progress to the full Masters, dissertation stage of the programme, you must successfully pass the Research Design and Development (CLE731). 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.

Assessment

The programme includes a range of formative and summative assessment approaches. These are designed to enable learners 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.

Tutorials

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.

At the start of the programme tutors will offer 1-2-1 'on boarding' tutorials in which tutors and learners introduce themselves. Typically your tutor will support you through a specific stage (PGCert, Diploma, Masters stage). In the PGCert and Diploma stage students are typically offered 1x30 minute tutorial per module. These are available on-line or in person. Learners are encouraged to contact their tutor for further support if needed.

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 using your university email account. You will be given a session on the use of the Digital Learning Environment during the programme induction.

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

Up to date information on each of the support services is available at https://www.plymouth.ac.uk/student-life/services

Induction

Students will be introduced to the programme, the programme team and the Digital Learning Environment at an induction event scheduled on the first day of the course

F2F or in a dedicated online space of 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. It will be the responsibility of the individual student to review the induction materials prior to the first scheduled taught session.

5.0 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).

6.0 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 and will achieve 60 credits in a year. A full-time option is also available for the full Masters on 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.

6.1 Part-time pathway

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

Each stage 3x20 credit modules = 60 credits.

Core modules are highlighted in yellow.

Figure 1. Part-time F2F (CLExxx) and Distance (CLExxxDL) pathways

Year	September to December	January to March	April to July	
Yr 1	CLE711/DL 20 Credits Principles of Teaching and Learning in Clinical Education	CLE712/DL 20 Credits Assessment, Feedback and Evaluation: Principles and Practices	CLE713/DL 20 Credits Contemporary issues in Clinical Education	PGCert
Yr 2	CLE721/DL* 20 Credits Research Methods in Healthcare	CLE722DL 20 Credits Technology Enhanced Teaching and Learning	CLE723/DL 20 Credits Design and Development of HealthCare Education	PGDip
Yr 3	CLE731/DL 20 Credits Research Design and Development	CLE732DL 40 Credits Research Project Dissertation		Masters

*CLE721 is core for those progressing to the full Masters.

Module CLE722 'Technology Enhanced Learning' and Module CLE732DL 'Research Project Dissertation' will be offered as fully online delivery only.

For the September 2021 intake all students will complete the prescribed pathway as outlined above. We envisage that students may be able to select modules from other Peninsula Medical School postgraduate taught programmes from September 2022 once these new modules have been approved.

6.2 Full-time on Face to Face pathway

Students will complete the full-time programme in one academic year, undertaking the equivalent of 3 x 20 credit modules per term.

Module CLE722 'Technology Enhanced Learning' and Module CLE732DL 'Research Project Dissertation' will be offered as fully online delivery only.

Core modules are highlighted in yellow.

Figure 2. Full-time on Face to Face pathway

	September to December	January to March	April to July
PGCert	CLE711 20 Credits Principles of Teaching and Learning in Clinical Education	CLE712 20 Credits Assessment, Feedback and Evaluation: Principles and Practices	CLE713 20 Credits Contemporary issues in Clinical Education
PGDip	CLE721 20 Credits Research Methods in Healthcare	CLE722DL 20 Credits Technology Enhanced Teaching and Learning	CLE723 20 Credits Design and Development of HealthCare Education
Masters	CLE731 20 Credits Research Design and Development	CLE732DL 40 Credits Research Project Dissertation	

*CLE721 is core for those progressing to the full Masters.

For the September 2021 intake all students will complete the prescribed pathway as outlined above. We envisage that students may be able to select modules from other Peninsula Medical School postgraduate taught programmes from September 2022 once these new modules have been approved.

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.

6.3 Masters in Clinical Education Module Summaries

Stage 1 Postgraduate Certificate

CLE711 Principles of Learning and Teaching in Clinical Education

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.

CLE712 Assessment, Feedback and Evaluation: Principles and Practices

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

CLE713 Contemporary Issues in Clinical Education

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 your role as a clinical educator, and to investigate the impact of culture and policy on your practice.

Stage 2 Postgraduate Diploma

CLE721 Research Methods in Healthcare

This module aims to provide the students with increased understanding and knowledge of the research methods and statistics, to enable them to critically evaluate, synthesise and reflect on research evidence, to practice. Students will be introduced to a wide range of quantitative and qualitative methods, primary and secondary research methods, equipping them with a basic understanding of the underlying principles of quantitative and qualitative research.

CLE722DL Technology Enhanced Teaching and Learning

This module provides students with a broad overview of educational technologies and their associated pedagogical affordances. Participants will learn about a comprehensive range of educational technologies and will also critique their relevance to practice. Students are expected to engage with the online content and keep a reflective journal on the development process for the duration of the module. **Due to the nature of this module it will be offered as fully online only, with no face-to-face teaching.**

CLE723 Design and Development of HealthCare Education

In this module, we explore design and development of HealthCare Education in a range of settings. You will critically engage with the scholarly literature related to curriculum development, and plan a scheme of work related to your educator role.

Stage 3 Masters

CLE731 Research Design and Development

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.

CLE732DL Dissertation Project

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 Clinical Education and in doing so, to demonstrate self-direction, originality and an ability to act autonomously at an advanced professional level. **Due to the nature of this module it will be offered as fully online only, with no face-to-face teaching.**

7.0 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.

8.0 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

9.0 Admissions Criteria, including Accreditation of Prior Learning

Normally a recognised first degree or equivalent will be required. Learners must also have 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.

You will register for either the distance learning pathway OR the face-to-face pathway of the Clinical Education programme on entry. In exceptional circumstances it may be possible to transfer between these pathways but ONLY when a complete stage (that is 60 credits) has been achieved. This is at the discretion of the programme team and is dependent on availability of places.

9.1 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 6.5 with no less than 5.5 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

9.2 Accreditation of Prior Learning - APCL/APEL

Accreditation of prior certificated learning APCL and accreditation of prior experiential learning APEL 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 APEL and APCL 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
- A copy of the photograph page of your passport
- 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

9.3 IT Requirements

Both the Face-to-face and Distance learning pathways include significant elements of online learning. These are 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 software including Microsoft Teams, and Zoom, for individual and group tutorials. We strongly recommend you invest in bibliographic database software for example EndNote. It is highly recommended you have access to a reliable Broadband connection (8mbps 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 8 or higher (Windows 10 is recommended) or an Apple Mac running OS X 10.14 (Mojave) or higher.

- 2 GHz dual core processor or higher (E.g. Intel Core i3, i5, i7 or AMD Ryzen 3, 5, 7)

- 8GB of RAM or higher.

- 15 GB available local storage (hard disk or SSD) space. You only need this space if you intend on downloading and saving multi-media course content (e.g. Video files)

- Administration rights on the computer for installation of additional necessary software

- Soundcard and speakers or headphones

- Screen resolution of at least 1024x768 (recommendation is 1920x1080), 32-bit 'High Colour'

- A high speed internet connection (8Mbps 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 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.

- 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:

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

This player is 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://workathome.plymouth.ac.uk

9.3 Skills Requirement

Computer Literacy

A basic knowledge of computer and internet skills is required to be successful on the programme. 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.

10.0 Progression criteria for Final and Intermediate Awards

10.1 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 200 hours of study for a 20 credit module including face to face study days, online discussions, tutorials, self-directed independent learning outside any timetabled hours, some of which may occur in the workplace.
- 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

10.2 Rules of Progression

Face-to-Face Pathway and Distance Learning Pathway

Under normal circumstances, students are expected to complete CLE721 and CLE731 before commencing CLE732

Students who do not complete the sufficient 180 credits for the full Masters may be awarded the following Exit Awards:

Credits completed	Modules	Award
60 credits	Including CLE711 & CLE712	PGCert Clinical Education
120 credits	Including CLE711, CLE712 & CLE723	Diploma Clinical Education

To achieve Associate Fellowship students must successfully complete both modules CLE711 and CLE712 <u>AND </u>a successful application against Descriptor 1 of the UK Professional Standards Framework.

10.3 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.

10.4 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.

11.0 Non Standard Regulations

Standard University of Plymouth Regulations will apply to this Programme and awards.

11.1 Transitional Arrangements

MClinEd part time face to face pathway:

The previously approved MClinEd part time face-to-face pathway will be subject to a period of 2 years 'teach out'. This means that students accepted on to the face-to-face part time pathway for the Sept 2020 intake, or those who return from interruption for stage 2 in September 2021, will continue on the 30 credit pathway that they commenced, with the Diploma Stage in September 2021 and the 60 credit Masters stage in September 2022.

Where a student interrupts their programme of study at the end of a stage, they may be able to transition over to the new programme structure on recommencement at the discretion of the programme lead, dependent on the modules the student has previously undertaken. Where a student interrupts their programme of study, or is required to repeat a module, they will be required to achieve the number of credits for their Exit Award (120 credits for a Diploma and 180 credits for a Masters) within their maximum period of registration.

Where a student interrupts mid-way through the year after the completion of a 30 credit module, or is required to repeat a module, they will be offered the opportunity to complete their original 30 credit pathway via distance learning with tutorial support within their maximum period of registration. Alternatively, they may be offered the opportunity to transfer to the new pathway and complete two x 20 credit modules on the new pathway to complete the stage; this will be at the discretion of the programme lead dependent on the modules the student has previously undertaken. If students accept the latter option they will graduate with an additional 10 credits.

MClinEd part time distance learning pathway:

Students on the previously approved MClinEd part time distance learning pathway progressing into stage 2 in 2021-22 will be transferred on to the new approved version; all students have been contacted and have agreed.

Students applying following completion of PgCert Clinical Education:

Students who completed the PgCert Clinical Education prior to 2021-22 and wish to APL into the MClinEd distance learning or face to face pathway will commence on stage 2 of the new approved version.

Appendix 1: Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes

Clinical Education Face-to-Face (CLExxx) Pathway and Distance Learning Pathway CLExxxD)

Module	Credits	C-Core / E-Elective	Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills				Compensation Y/N	Assessment element(s) and weightings [use KIS definition] E1 - exam; E2 - clinical exam; T1 - test; C1 - coursework; A1 - generic assessment; P1 - practical
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
CLE711	20	C	✔	✔			✔	✔	✔		✔	✔	✔		✔	✔	✔		✔	✔	✔		N	C1 – 100%
CLE712	20	C	✔	✔			✔	✔			✔	✔	✔		✔	✔	✔		✔	✔	✔		N	C1 – 100%
CLE713	20	E	✔	✔			✔	✔	✔				✔				✔			✔	✔		N	C1 – 100%
Learning Outcomes 60 credits																								
CLE721	20	C		✔				✔	✔		✔	✔			✔	✔	✔			✔			N	C1 – 100%
CLE722	20	E	✔	✔			✔	✔	✔			✔	✔		✔		✔			✔	✔		N	C1 – 100%
CLE723	20	C	✔	✔			✔	✔	✔		✔	✔			✔		✔		✔	✔	✔		N	C1 – 100%

Learning Outcomes 120 credits																							
CLE731	**20**	**C**		✔				✔	✔			✔	✔		✔	✔	✔			✔			**N**	**C1 – 100%**
CLE732	**40**	**C**	✔	✔			✔	✔	✔		✔	✔	✔		✔	✔	✔			✔			**N**	**C1 – 100%**
Learning Outcomes 180 credits																							
Confirmed Award LOs																							