

Course Specification

Published Date:	28-Jun-2019
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Medicine and Clinical Practice		
Course Code(s):	BM042P01UV BM042P31UV	Full-time Part-time	1 Years 2 Years
Course Title:	MSc Clinical Medicine (Teaching and Learning)		
Hierarchy of Awards:	Master of Science Clinical Medicine (Teaching and Learning) Postgraduate Diploma Clinical Medicine (Teaching and Learning) Postgraduate Certificate Clinical Medicine (Teaching and Learning) University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	01/Jun/2017		
Last Review:	2015/6		
Course Specification valid from:	2015/6		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Dr Gillian Conde
Head of Department:	Dr Gillian Conde

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

- A first or second class Honours degree from a UK Higher Education Institution (HEI) or overseas equivalent in healthcare or medical sciences.
- A Medical Doctor or Healthcare Professional working in the healthcare industry e.g. NHS.
- Students will need to be working in the health context or have access to an appropriate placement, to comply with the requirements of some assessments within the regime.
- If English is not an applicant's first language they will be expected to demonstrate a certificated level of proficiency of at least IELTS 7.0 (Academic level), unless the primary medical qualification has been taught and examined in English.
- Students may apply for Recognition of Prior Learning (RPL) subject to the guidelines set out by the University. RPL includes accreditation of prior certificated learning.
- A reference from a tutor who has supervised the applicants undergraduate or postgraduate studies (or equivalent).

Distinctive Features of the Course:

The MSc Clinical Medicine (Teaching & Learning) is a vocationally focused academic programme, intended to prepare doctors from the NHS to become effective professionals in the workplace and to develop and improve existing skills and knowledge. It is particularly of interest to those who wish to pursue a career in Medical Education. The course will offer the opportunity to engage with key CPD, but also to extend skills and personal development through the strands of self-awareness, application and innovation within their organisational context.

Educational Aims of the Course:

The MSc Clinical Medicine (Teaching and Learning) has been developed by practicing NHS Consultants and Health Academics in consultation with National Health Service (NHS) Trust Partners. The course is designed for Medical Doctors and other Healthcare Professionals who are looking to develop and refine their teaching and learning, research skills and develop understanding of effective teamwork and best practice. The MSc Clinical Medicine (Teaching and Learning) aims to enhance teaching, learning and research skills, thereby, facilitating personal and professional development and strengthening participants' ability to bring about positive change, solve problems effectively, and ensure patient safety.

The Teaching and Learning Masters will be differentiated from the other Masters routes by its structure, by the demonstration of a deepening understanding of self-development as a reflective learner and as a clinical teacher utilising modules 7ED001 (Critical Reflection & Reflexivity in Professional Learning) and 7HR013 (Design and Deliver Medical Education) and within the Masters dissertation in module 7HW015.

This course has a strong emphasis on the evaluation and development of both clinical practice, research, and encourages participants to reflect critically on workplace experiences and learning. For participants, the course aims to provide a clear framework which supports CPD, recognition of prior learning and work based

learning.

The course aims to provide a route for Doctors who wish to take a different speciality, to change medical career routes and for Doctors seeking further accreditation of subspecialty expertise.

Intakes:

September

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Full Time	£10000.00
2017/8	EU	Full Time	£10000.00
2017/8	Overseas	Full Time	£12445.00
2017/8	H	Part Time	£5000.00
2017/8	EU	Part Time	£5000.00
2017/8	Overseas	Part Time	£6223.00
2018/9	Overseas	Full Time	£12700.00
2018/9	HHQ	Full Time	£10200.00
2018/9	CIOM	Full Time	£10200.00
2018/9	OD	Full Time	£10160.00
2018/9	EU	Full Time	£10200.00
2018/9	EUQ	Full Time	£10200.00
2018/9	HDEUD	Full Time	£8160.00
2018/9	H	Part Time	£5100.00
2018/9	EU	Part Time	£5100.00
2019/0	Overseas	Full Time	£13000.00
2019/0	H	Full Time	£10400.00
2019/0	EU	Full Time	£10400.00
2019/0	H	Part Time	£5200.00
2019/0	EU	Part Time	£5200.00

PSRB:

None

Course Structure:

September (Full-Time)

Year 1

Module	Title	Credits	Period	Type
7HW025	Service Improvement Project	20	SEM1	Core
7WB005	Career and Personal Development Planning	20	SEM1	Core
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	Core
7HW012	Advanced Research Skills	20	SEM2	Core
7HR013	Design and Deliver Medical Education	20	SEM2	Core
7HW015	Research Dissertation	60	CRYRA	Core

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7HW109	Clinical Governance and Patient Safety	20	SEM2	
7HR006	Leading Transformation and Change	20	SEM2	

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7ED005	Mentoring: Critical Dialogue and Professional Practice	20	INYR	
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September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	SEM1	Core
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	Core
7HW025	Service Improvement Project	20	SEM2	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
7HR013	Design and Deliver Medical Education	20	INYR	Core
7HW012	Advanced Research Skills	20	SEM2	Core
7HW015	Research Dissertation	60	CRYRA	Core

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7HW109	Clinical Governance and Patient Safety	20	SEM1
7HR006	Leading Transformation and Change	20	SEM1

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7ED005	Mentoring: Critical Dialogue and Professional Practice	20	INYR
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Learning, Teaching and Assessment

Academic Regulations Exemption:

The MSc Clinical Medicine (Teaching and Learning) is a vocationally focused academic programme, intended to prepare doctors from the NHS to become effective professionals in the workplace and to develop and improve existing skills and knowledge. It is particularly of interest to those who wish progress their career and become the healthcare leaders of the future. The course will offer the opportunity to engage with key CPD, but also to extend skills and personal development through the strands of self-awareness, application and innovation within their organisational context.

Reference Points:

We have followed guidance a wide range of university policies and strategies

QAA subject benchmark (Master's Degree characteristics)

Framework for Higher Education Qualifications (FHEQ)

Special Educational Needs Disability Act 2001 (SENDA)

Race Relations Amendment Act (2000) (RRAA)

Equality Act (2010)

QAA Subject Benchmarks for Medicine are integrated into the MSc Clinical Medicine (Speciality Medicine) <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Medicine.pdf> and <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/masters-degree-subjects>

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

[Medical Leadership Competency Framework](#)

[Good Medical Practice \(2013\)](#)

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGCert Course Learning Outcome 3 (PGCCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 4 (PGCCL04)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

PGDip Course Learning Outcome 1 (PGDCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDip Course Learning Outcome 5 (PGDCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 6 (PGDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

Masters Course Learning Outcome 1 (MACLO1)

Critically apply knowledge, understanding, and skills appropriate to a professional clinical role within the healthcare context.

Masters Course Learning Outcome 2 (MACLO2)

Critically debate the key concepts and theoretical positions that have been developed or are developing with a focus relevant to Teaching and Learning.

Masters Course Learning Outcome 3 (MACLO3)

Critically reflect on the academic and practical application of theories and practices in the healthcare context with a focus relevant to Teaching and Learning.

Masters Course Learning Outcome 4 (MACLO4)

Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative clinical professional utilising the skills derived from the learning within Teaching and Learning.

Masters Course Learning Outcome 5 (MACLO5)

Critically appraise professional standards within the health sector and recognise obligations to stakeholders, the profession and society professional utilising the skills derived from the learning within Teaching and Learning.

Masters Course Learning Outcome 6 (MACLO6)

Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at master's level within Teaching and Learning.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7ED001	Critical reflection and reflexivity in professional learning	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED005	Mentoring: Critical Dialogue and Professional Practice	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7HR010	The Reflective Practitioner	PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5
7HR013	Design and Deliver Medical Education	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7HW012	Advanced Research Skills	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7HW015	Research Dissertation	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5
7HW025	Service Improvement Project	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7HW109	Clinical Governance and Patient Safety	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7WB005	Career and Personal Development Planning	PGCCLO3, PGCCLO4, PGCCLO5

Teaching, Learning and Assessment:

The MSc Clinical Medicine (Teaching and Learning), is a vocationally focused academic programme, intended to prepare Doctors and other Healthcare Professionals from the NHS to become effective professionals in the workplace and to develop and improve existing skills and knowledge. The course will offer the opportunity to engage with key CPD, but also to extend skills and personal development through the strands of self-awareness, application and innovation within their organisational context, delivered by specialists from the Faculties of Social Sciences and Education, Health and Wellbeing, together with medical educators in the NHS context.

The student experience on this course will be set within a mixture of independent, group and tutor-led study facilitated by a range of classroom, laboratory and blended learning support.

Students will work alone and in groups to develop problem-solving skills; and a systematic approach to research, applied within their specialist area of study. Reflective practice will be utilised to facilitate the application of knowledge and research skills in the light of personal experience and literature-based evidence in the context of vocational and research opportunities.

For the independent research element of the course, students will be allocated a personal supervisor who will support their learning in order to advance their knowledge and critical awareness of current research and contemporary issues, within their specialist area of study.

The core requirements of General Medical Council (GMC), Good Medical Practice (2013), require self-directed learners that are able to continually develop and maintain their professional skills at the highest level.

Accordingly summative assessments will be based on:

- Presenting evidence and attainment of agreed objectives and outcomes.
- Assignments
- Work Based Learning Projects
- A research dissertation.

Student Support:

Tutor support is available formally through individual appointments and at workshops. Electronic support is available via CANVAS and via email. Academic skills are developed through feedback on assessments and through individual appointments available with tutors. Workshops on thesis writing and viva voce examinations (including mock viva) will be made available.

Employability in the Curriculum:

Our offer will match your needs as an ambitious medical professional by putting you at the centre of learning. The course delivers a clear, flexible academic framework, allowing you to progress via a route that supports your busy schedule as a practitioner and enables you to study at a suitable time.



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