



## Course Handbook

Postgraduate Certificate / Postgraduate Diploma / Masters in Medical  
Education

Academic Year 2020/21

School of Medicine



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

Welcome to the School of Medicine.

This Student Handbook will provide you with essential information about your Course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you over the duration of the course.

Essential information is accessible in this handbook and will also be made available to you in the Student's Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University's Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way. Good luck.

*The MSc Medical Education Teaching Team*

### 1.1 Rationale, aims and learning outcomes of the course



The School of Medicine's postgraduate programmes aim to provide relevant and appropriate education and training for the medical practitioner.

Our MSc Medical Education programme is designed to develop the relevant academic skills that will enable students to critically appraise published work within medicine and health related educational journals, drawing on a developing understanding of how medical education research is carried out.

The course offers a mix of theoretical and practical skills that build from basic to advanced levels. The emphasis will be upon effective evidence based service provision by practitioners who are committed to the provision of high quality care for their patients. It focuses on developing the competent, reflective, yet critical practitioners who, through study, practice and research, can contribute effectively to clinical practice.

### 1.2 Course Team

Course Team are as follows:

Helen Hooper Joint Course Leader	Email: <a href="mailto:hhooper1@uclan.ac.uk">hhooper1@uclan.ac.uk</a> Phone: 01772 896217 UCLan Harrington Building room HA111
Rosemary Smith Joint Course Leader	Email: <a href="mailto:rsmith36@uclan.ac.uk">rsmith36@uclan.ac.uk</a> Phone: 01772 896373

	UCLan: North Wales
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Further details of additional members of the Course Teams can be found at:

<http://www.uclan.ac.uk/schools/medicine/staff.php>

### 1.3 Expertise of staff

All members of the course team have a background in postgraduate education.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Hub

Email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

Phone: 01772 891998/1

GR006

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

### 1.7 External Examiner

The University has appointed an External Examiner who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external

examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work which represents the range of marks awarded.

Course	Current External Examiner
PG Certificate / Diploma / Master's in Medical Education	<b>John Dent</b>

Level 7	MB4105	Professionalism in Healthcare Settings	20	<b>PGCert</b> Medical Education requires 60 credits at Level 7
	MB4104	Assessment in Healthcare Settings	20	
	MB4102	Educational Theory to Educational Practice	20	
Level 7	MB4100	Assessment Design and Delivery	20	<b>PGDip</b> Medical Education requires 120 credits at Level 7  Any three additional 20 credit modules may be completed
	MB4101	Evidence-based Medical Education	20	
	MB4122	Coaching and Mentoring in Medical Education	20	
	MB4123	Curriculum Design	20	
	MB	Work Based Learning	20	
	MB	Professional Development through CPD (Medical Education)	20	

## 2. Structure of the course

### 2.1 Overall structure

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits.



## 2.3 Module Registration Options

Discussions about your progression through the course normally take place each year either in September or a time agreed with your tutor. It is an opportunity for you to make plans for your study over the next academic year.

## 2.4 Study Time

### 2.4.1 Weekly timetable

To undertake the course, you will need to complete a series of synchronous and asynchronous activities in a variety of contexts, such as via Blackboard and online video conference platforms. Some modules, may have a face to face teaching session at the beginning of the module, some of which is usually streamed live and/or recorded for distance learners. Whilst no fixed timetable is offered for online study, a structure of planned activities is available. Whilst students can deviate from the schedule order, several of the synchronous activities are only available at the planned times and will have to be re-arranged or viewed as recordings if missed.

### 2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes planned UCLan activities and time spent in private study and on assessments.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Much of the delivery of the programme will involve your active participation in activities, tasks and interaction with your peers.

Your involvement in the learning and teaching process will encourage analytical thinking, skills application and critical reflection of your own practice and experience. Emphasis will also be placed on using and sharing your experience with other students to aid the learning process, as well as on developing independent learning.

You will learn through a variety of educational strategies designed to enable achievement of learning outcomes. A combination of formal input, supplementary reading, and interactive discussion, use of IT resources, seminars, group work and practical work will be used to develop your understanding, critical analysis and ability to apply educational theory to practice. The varied experience of the learner group will be used to share knowledge and ideas and contextualise theory.

All modules will be supported with the supervision of an academic advisor.

### 3.2 Study skills

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

The broader study skills and research skills requirements of an MSc are developed throughout the programme. Modules develop important skills including critical appraisal, academic writing and presentation that will help you continue with your professional development. These are supported by an extensive range of materials on Blackboard and are assessed through coursework. For students requiring further support in these areas, other support services within the University are available.



### 3.3 Learning resources

#### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources \(make sure you are signed in before clicking on this link\)](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

As our part-time MSc students generally need access at home as opposed to on campus we have therefore invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full-text coverage of over 250 journals in the fields of Medicine and Health care education. Guidance on how to use this service will be given during your induction session.

## 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

[The 'i' \(make sure you are signed in before clicking on this link\)](#) is a central Student Information Centre and your first point of contact, providing information on a wide range of topics.



#### 4.1 Academic Advisors

Within School of Medicine, the MSc Course Leaders will also act as Academic Advisors. The role of the Academic Advisor is to provide a focal point for your academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course. The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student's life, and be available for informal appointment through email or telephone requests.

Should you have issues that cannot be brought to the attention of the Academic Advisor, please contact the Head of School, Professor Cathy Jackson [CJackson19@uclan.ac.uk](mailto:CJackson19@uclan.ac.uk), 01772 895915, in the first instance.

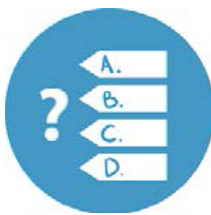
#### 4.2 Students with disabilities

Should you need any advice regarding our processes, or have issues relating to disability/learning difficulty, then please contact the School of Medicine Equality Diversity and Inclusion Leads, Dr Susan Hancock - [shancock2@uclan.ac.uk](mailto:shancock2@uclan.ac.uk) or Stephen Mahon, [SMahon@uclan.ac.uk](mailto:SMahon@uclan.ac.uk) for further advice / support.

### Pastoral Tutor

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.



#### 5.1 Assessment Strategy

The assessment information for each module is detailed in the module descriptors which will be made available to you at enrolment.

Summative assessments count towards your overall grade and may be supplemented by formative assessments. Formative assessments are for your feedback only and allow you to gauge your own progress on the programme.

Assessments at this level are less about remembering facts, and more about the application of knowledge in learners' specific environments.

#### 5.2 Notification of assignments and examination arrangements



Assignments are embedded within course materials, and instructions on how to submit are clearly stated.

### **5.3 Referencing**

For all written essays, assignments and for research reports you will be expected to reference correctly. The main purposes of referencing are as follows:

- to acknowledge the sources of information that you have used
- to indicate to the reader the range and scope of your literature review
- to enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all assignments we will expect you to use the Harvard referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course.

### **5.4 Confidential material**

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments submitted. It is especially important that you ensure that patient data is anonymised or removed from all work submitted as part of your taught programme. In addition patients should clearly give informed written consent to them being part of any portfolio of work that you might submit.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum

of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). [\(make sure you are signed in before clicking on this link\)](#) Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

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## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, University and Students' Union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below). If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

SSLCs will take place throughout the year. Minutes of these meetings will be circulated via email to the student cohort and actions addressed by the Course team, or passed onto appropriate bodies for consideration (e.g. the Library & Information Service, and Facilities Management). SSLCs will also consider External Examiner reports and any staff issues that may relate to the student body.

Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your Course Leader will ensure that you receive the forms for completion - please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus
<b>3. University Department/Centre</b>	School of Medicine
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	MSc in Medical Education PG Dip in Medical Education PG Cert in Medical Education
<b>6. Modes of Attendance offered</b>	Part-time, Distance Learning, Block
<b>7a UCAS Code</b> <b>7b JACS Code</b> <b>7c HECOS Code</b>	N/A A900 100271
<b>8. Relevant Subject Benchmarking Group(s)</b>	N/A
<b>9. Other external influences</b>	General Medical Council (Educating Tomorrow's Doctors 2008) General Medical Council Revalidation A statement of intent (2011) General Dental Council-The First Five Years (2008)

	<p>General Dental Council (Revalidation)  Aspiring to Excellence, Sir John Tooke; 2008  A HighQuality Workforce: NHS Next Stage Review 2008  Foundation for Excellence. An evaluation of the Foundation Programme (Collins 2010)  UK Professional Standards Framework for HE  Academy of Medical Educators  Higher Education Qualifications Framework</p>
<b>10. Date of production/revision of this form</b>	<p>July 2018  Amended May 2020</p>
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To provide students with the opportunities to apply the theory, practice and associated research of teaching and assessment within Medical Education</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop a critical knowledge of and the ability to evaluate the theory, practice context and associated research applied to Medical Education</li> </ul>	
<ul style="list-style-type: none"> <li>• To provide students with the opportunity to undertake an independent research study in the management of Medical Education</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings  A2. Critically evaluate application of concepts, theories and current knowledge base relevant to Medical education and professional performance peer review within the context of a changing health care delivery  A3 Demonstrate and apply a critical evaluation of education research methods  A4. Conduct an independent study systematic review or research study of a medical education topic through applied and practitioner led research</p>	
<b>Teaching and Learning Methods</b>	
<p>Interactive and structured blended workshops, blended learning, lectures, facilitated reflection on experiential learning, tutored role play exercises and simulation, group work, Group and individual tutorials, and seminars, face to face and via distance methods</p>	
<b>Assessment methods</b>	
<p>Essay, Audit, Portfolio, assessment of design of an educational resource, Evaluation paper, critical review paper <b>[PG Diploma and MSc level only]</b>  Dissertation which will comprise an extended research project with its focus on a topic of importance and which uses the programme's learning outcomes <b>[MSc level only]</b></p>	
<b>B. Subject-specific skills</b>	
<p>B1. Demonstrate an evidence- based and critical approach to medical education, health policy and professional literature in order to inform their teaching practice  B2 Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities and provide constructive feedback to learners  B3. Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students  B4 Demonstrate complementary skills required contributing to and influence development and evaluation of evidence based practice in the context of the current changing health and education agenda.</p>	
<b>Teaching and Learning Methods</b>	
<p>Tutorials, interactive and structured workshops, facilitated reflection on experiential learning, tutored role play exercises and simulation, learning sets, seminars, tutorials  Group and individual tutorials, workshops and seminars, face to face and distance methods</p>	

<b>Assessment methods</b>
Portfolio, educational resource, essay Evaluation paper, critical review paper <b>[PG Diploma and MSc level only]</b> Dissertation which will comprise an extended research project with its focus on a topic of importance and which uses the programme's learning outcomes <b>[MSc level Only]</b>
<b>C. Thinking Skills</b>
C1 Critically reflect upon theory, knowledge and skills relevant to Medical Education to reflect on experience, and to develop their own practice C2. Demonstrate the ability to analyse and reflect on problems with their learners and to apply possible solutions informed by understanding of wider issues C3 Demonstrate an ability to synthesise understanding of education theories and concepts with that of their own practice as medical educators and reflect on synergies with other professions involved in delivering education C4 Demonstrate the ability to be reflexive in their approach to medical education research and maintain an ethical awareness in their approach with patients and colleagues.
<b>Teaching and Learning Methods</b>
Professional discourse based on portfolio work, Group and individual tutorials, guided learner discussions, workshops learning sets and seminars.
<b>Assessment methods</b>
Portfolio, educational resource, essay Evaluation paper, critical review paper, assessed presentation <b>[PG Diploma and MSc level only]</b> Dissertation which will comprise an extended research project with its focus on a topic of importance and which uses the programme's learning outcomes <b>[MSc level only]</b>
<b>D. Other skills relevant to employability and personal development</b>
D1. Demonstrate high level skills for advancing professional practice for the benefit of the population, the profession, and personal development D2. Communicate thoughts, ideas and relevant concepts at a higher level. D3. Demonstrate a critical understanding of their personal and professional development as medical educators and how this might be developed in order to enhance healthcare D4. Demonstrate project management skills
<b>Teaching and Learning Methods</b>
Workshops, tutorials, facilitated role play, seminars, learning sets
<b>Assessment methods</b>
Portfolio, audit, educational resource Evaluation paper, critical review paper, assessed presentation Reflexive paper, evaluation paper. <b>[PG Diploma and MSc level only]</b> Dissertation which will comprise an extended research project with its focus on a topic of importance and which uses the programme's learning outcomes <b>[MSc level only]</b>

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	MB4105	Professionalism in Healthcare Settings	20	<b>PGCert</b> Medical Education Requires 60 credits at Level 7
	MB4104	Assessment in Healthcare Settings	20	
	MB4102	Educational Theory to Educational Practice	20	
Level 7	MB4100	Assessment Design and Delivery	20	<b>PGDip</b> Medical Education requires 120 credits at Level 7
	MB4101	Evidence-based Medical Education	20	
	MB4122	Coaching and Mentoring in Medical Education	20	
	MB4123	Curriculum Design	20	
	MB4048	Work Based Learning	20	
	MB4124	Professional Development through CPD (Medical Education)	20	
Level 7	MB4066	Research Methods for Clinical Practice, Education and Management	20	<b>MSc</b> Medical Education Requires 180 credits at Level 7
	MB4011	Professional Project	60	
	MB4010	OR Dissertation	60	

### 15. Personal Development Planning

On completion of the MSc in Medical Education the student will have developed and assimilated a wide range of education theory, skills, experiential knowledge and its application to their role as medical educators. The programme has been constructed so that there is a progression route to the taught doctorate in education (EdD).

Having completed the programme the student will be well placed to influence the role and the research of medical education in patient care at local, regional and national levels. Through a focus on evidence informed and evidence based medical education, the student will be equipped with the life learning skills to complete Throughout the programme students will maintain a progress file which will be reviewed by the Course Leaders and will maintain their own professional portfolios in line with GMC/GDC revalidation standards. This will be

supported the assessment strategy which includes critical reflection on practice and professional development planning.

#### **16. Admissions criteria**

Applicants admitted onto the course will meet the following requirements:

- Must hold medical or dental degree (e.g. MB ChB, MB BS, B.D.S), or degree-level qualification within another healthcare discipline (e.g. MSc Physiotherapy; MSc Sports Science etc.)
- Be actively engaged in medical, dental or healthcare practice
- Have sufficient competency in English language (IELTS Level 6.5 or equivalent)

All suitable applicants will be interviewed. Interview procedures and decisions regarding applications will be conducted within the University's policies on equal opportunities and admission.

#### **17. Key sources of information about the programme**

- Fact sheet
- Student handbook
- School website
- Subject lead



### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 7	MB4105	Professionalism in Healthcare Settings	COMP	√													√			
	MB4100	Assessment design and delivery	O	√	√			√	√				√	√			√	√		
	MB4104	Assessment in Healthcare Settings	COMP	√	√			√	√				√	√			√	√		
	MB4102	Educational Theory to Educational Practice	COMP	√	√			√	√	√			√	√			√	√		
	MB4101	Evidence-Based Medical Education	O	√	√	√		√	√	√			√	√	√				√	
	MB4122	Coaching and Mentoring in Medical Education	O	√														√		
	MB4123	Curriculum Design	O	√	√			√	√	√			√	√			√	√		
	MB4048	Work Based Learning	O	√														√		
	MB4124	Professional Development through CPD (Medical Education)	O	√														√		

MB4066	Research Methods for Clinical Practice, Education and Management	COMP	√		√				√				√	√		√	√	√	
MB4010	Dissertation (MSc only)	O		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
MB4011	Professional Project [MSc only]	O		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√

**19. LEARNING OUTCOMES FOR EXIT AWARDS:**

**Learning outcomes for the award of: PGCert: A1-A2, B1-B3, C1-C2, D1-D2**

**Learning outcomes for the award of: PGDip: A1-A3, B1-B3, C1-C3, D1-D3**

**Learning outcomes for the award of MSc : A1-A4, B1-B4, C1-C4, D1-D4**

