

Programme Specification for MA Health Professions Education

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	NA
4.	Final award or awards	MA PG Dip PG Cert PG Award in Professional Development Health Professions Education
5.	Programme title	Health Professions Education
6.	Pathways available	NA
7.	Mode and/or site of delivery	University of Worcester and Off-Site Delivery Blended: face to face taught programme with on-line and tutorial support
8.	Mode of attendance and duration	Part time over a maximum of 6 years. Up to three days face to face per 15 credits, attendance during the day and supported by Online learning via Blackboard
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Master's Degree Characteristics. Academy of Medical Educators (2014) Professional Standards Framework
11.	Date of Programme Specification preparation/ revision	September 2015 August 2016 (Regulations amended - Section 20) July 2017 (change of module (HPED4007 replaces MCER4003 and change to award map and template update) August 2017 (AQU amendments and minor updating) March 2018 (New named award – Postgraduate Award in Professional Development Health Professions Education and related amendments/updating award map and template update) August 2018 (AQU amendments)

12. Educational aims of the programme

This award aims to challenge and support those responsible for, or interested in, facilitating the education and development of healthcare professionals and is designed around the five domains of the Academy of Medical Educators (AoME) Standards.

The award is underpinned by the four core values of the AoME: to promote quality and safety of care and ensure the safety of patients and learners at all times; to demonstrate professional identity and integrity including support for multi-professional education, learning with, from and about other professionals to improve collaborative care; to be committed to scholarship and reflection in healthcare education; and to teach and learn showing respect for patients, learners, colleagues and wider society (AoME (2014) p10/11)

It is organised around the five domains of the standards, against which all healthcare educators will demonstrate their fitness to practice for revalidation of professional status:

1. Designing and planning learning
2. Teaching and facilitating learning
3. Assessment of learning
4. Educational research and scholarship
5. Educational management and leadership (AoME (2014) p12-22)

The General Medical Council has issued a requirement that all doctors involved in educational or clinical supervision be subject to revalidation as trainers and the Academy of Medical Educators professional standards have been developed to support this process (AoME 2014). This is in line with existing requirements that all trainers in general practice are selected, trained and revalidated against published standards and as is already the case for other health professions (Nursing and Midwifery Council 2008). It comes sometime after the Dearing report (1997) recommended that all those teaching in higher education should be adequately trained and prepared during their probationary period.

This requirement, combined with recent changes in the health service that are affecting the everyday practice of healthcare educator, means that there is now an opportunity to rethink the approach to training all healthcare educators. The Darzi review (2008) highlighted the importance of leadership, and training for leadership, at all levels throughout the NHS, if clinicians were to become practitioners, partners and leaders' in healthcare:

"Making change actually happen takes leadership. It is central to our expectations of the healthcare professionals of tomorrow" [but] "it is unrealistic to expect NHS staff to take on leadership without action to make it integral to training and development" (Darzi 2008).

Hitherto, clinical leadership skills training and training for educators have generally been carried out separately and the skill sets considered in isolation. Healthcare educators are now looking for a new approach to training and development that supports them as they lead, and develop future leaders, within a rapidly changing healthcare environment. Organisational changes at Health Education England means funding streams are being identified for education and leadership development and increasing numbers of educators are funded and looking for innovative and accessible development opportunities.

This award aims to respond to the new imperative for opportunities for healthcare educators to demonstrate their professional competence as teachers.

This programme aims to enable health care educators to:

1. Demonstrate their professional competence as teachers by responding to the new imperative.
2. Demonstrate the qualities and transferable leadership skills necessary for employment as a healthcare educator requiring the exercise of initiative, autonomy, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.
3. Design strategies and the principles of learning development.
4. Reflect critically on the application of adaptive, innovative and creative methods to facilitate learning and teaching.
5. Lead the design and development of assessments utilising accepted good practice such

as in the determination of reliability, validity, acceptability, cost effectiveness, feasibility educational impact and student learning experience.

6. Critically evaluate the healthcare educational literature, including advanced understanding of a wide range of educational theories and principles, to make a contribution to the advancement of knowledge in their professional area.
7. Encourage intellectual challenge through the promotion of critical analysis, evaluation and problem solving.
8. Develop critically reflective practitioners, with the ability to utilise contemporary values-based knowledge, theory, research and evidence to identify problems and gaps in education practice and underpin professional practice.
9. Afford the opportunity for the student to challenge their own values and attitudes and develop new ways of thinking in a supportive environment.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.		Module Code/s	Award
	On successful completion of the named award, students will be able to:		
1.	Demonstrate comprehensive knowledge and a systematic understanding of teaching and learning in the clinical setting and have a critical awareness of current problems and/or new insights, much of which is at the forefront of professional practice.	HPED4001	MA PG Dip PG Cert PG Award
2.	Critically apply the principles of assessment and curricular design in healthcare education, demonstrating originality in the application of knowledge.	HPED4002 HPED4003	MA PG Dip PG Cert
3.	Critically reflect on the importance of a values based approach to healthcare education taking account of learner difference and the importance of patient safety.	HPED4001 HPED4004	MA PG Dip PG Cert PG Award
4.	Demonstrate comprehensive knowledge of and ability to apply the principles of effective leadership and management of education in the clinical setting.	HPED4005	MA PG Dip
5.	Synthesise the principles underpinning effective educational research and scholarship and be able to use these to critique and challenge current practice.	HPED4007	MA PG Dip
6.	Critically apply healthcare educational literature and make a contribution to the advancement of knowledge in their professional area.	HPED4000	MA

Cognitive and Intellectual skills			
7.	Critically evaluate the educational literature, reflect on practice and synthesise new insights into educational practice.	HPED4002 HPED4003	MA PG Dip PG Cert
8.	Develop new educational insights, theories and practices, through scholarly endeavours.	HPED4001	MA PG Dip PG Cert PG Award
9.	Critically reflect on own ability to design, supervise, manage and evaluate educational research strategies or projects.	HPED4006	MA PG Dip
10.	Appraise, mentor and give effective feedback to facilitate the professional development of healthcare professionals.	HPED4002	MA PG Dip PG Cert

11.	Critically evaluate, critique and synthesise the research literature and use that to identify problems and gaps in practice to extend the forefront of professional knowledge.	HPED4007 HPED4000	MA PG Dip
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Skills and capabilities related to employability			
12.	Plan, deliver and critically evaluate teaching in the clinical setting taking account of unpredictability of resource availability, and balancing professional development of clinicians with maintaining a safe clinical environment.	HPED4004	MA PG Dip PG Cert PG Award
13.	Critically reflect on problem solving skills in complex and unpredictable environments.	HPED4005 HPED4006	MA PG Dip
14.	Demonstrate advanced ability to communicate, develop, integrate, lead and critically evaluate a wide range of educational interventions.	HPED4005	MA PG Dip
15.	Apply the principles of statutory and other regulatory bodies in the provision and quality assurance of healthcare education.	HPED4003	MA PG Dip PG Cert
16.	Critically evaluate methodologies of teaching and educational research and develop critiques of them and propose new hypotheses.	HPED4007	MA PG Dip
17.	Effectively lead and manage complex issues both systematically and creatively, make sound judgements in the absence of complete data and demonstrate self-direction and originality in tackling and solving problems.	HPED4005 HPED4006 HPED4000	MA PG Dip

Transferable/key skills			
18.	Critically analyse the qualities and transferable skills necessary for employment as a healthcare educator requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.	HPED4004 HPED4005	MA PG Dip PG Cert PG Award
19.	Demonstrate competence in the use of information and digital literacies, such as retrieving, evaluating and communicating information.	HPED4001 HPED4005	MA PG Dip PG Cert PG Award
20.	Critically evaluate advanced communication skills suitable for a professional and lay audience.	HPED4003 HPED4005	MA PG Dip PG Cert

Learning, teaching and assessment

Learning and teaching strategies place the student at the centre of the learning experience. A blended learning approach has been adopted, with didactic teaching methods kept to a minimum, with a significant amount of learning taking place independently and in discussion with other students via the virtual learning environment. The key approaches to learning, teaching and assessment that students will experience and the methods used to enable students to achieve and demonstrate the learning outcomes, are:

- Tutor led: Key note talks, seminar discussions, on-line tutorials via the virtual learning environment; Blackboard, journal clubs, facilitated formative activities, targeted feedback on student progress, individual tutorial support either face to face or via a variety of distance methods e.g. email, telephone, skype
- Peer led: class exercises, peer consultancy, group tutorials, participation in on-line

- discussions via the virtual learning environment; Blackboard
- Independent study: reading, reflection on practice, preparation for assessment including collation of a professional portfolio of evidence using an e-portfolio approach; Pebble Pad.

Teaching

As Health and Care professionals, the focus is on learning with and from each other. Direct face-to-face contact is kept to a minimum, with modules being launched via workshop style days, where students have opportunity to meet the teaching team and each other and be introduced to the module content and assessment, during classroom time, students are expected to engage with class exercises and discussions. All modules use Blackboard, as the virtual learning environment to support student learning, through the introduction of topics and additional resources. There is an expectation that students will engage with independent study e.g. reading, reflection on practice, preparation for assignments including the development of an e-portfolio to enhance and develop their knowledge. E-learning forms a key learning strategy with student participating in a range of web-based activities, including quizzes, discussion forums, formative exercises, blog and reflective activities. These directed activities, are supplemented by tutorial support either in person, or via distance-learning methods, where students are expected to present their own ideas for their assignments and plans for discussion.

MA Health Professions Education does not have modules where students are on placement, but MPHE4004 uses the student's workplace to provide learning & teaching opportunities in order to complete the practical component of the course, which provide the opportunity for reflection on these learning and teaching experiences which form the basis of the professional e-portfolio. Students are invited to evaluate the experience of using their workplace as the basis of assessment and the module lead monitors the quality of support in the workplace. The Module Outlines provide details of these systems.

Personal Academic Tutors, aim to support students to develop an awareness of their own strengths and weakness, helping with the identification of the goal of completing post-graduate study. These support students to develop a reflective approach to both their study, practice experiences and the feedback they receive on their academic work. Personal Academic Tutors are students regular point of contact within the University and students should meet with them at least once each semester to discuss feedback and dissertation plans. This Personal Academic Tutorial support can be via face to face contact, email, phone or Skype.

Contact time

As students will be studying part-time, the precise contact hours will be dependent upon the number of modules being studied at any one time. Modules will be delivered through up to three days face-to-face teaching plus online learning supported through Blackboard and online tutorials across the module duration. Two modules, HPED4004 'Teaching in the Clinical Setting in Health Professions Education' and HPED 4007 'Research Methodology in Health Professions Education' are delivered via e-learning.

Independent self-study

In addition to the contact time, a large part of the learning takes place independently, with all modules having identified hours for independent self-study. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. All lecturers are health and care professionals, with many being previous practitioners with a wealth of experience to draw on and includes a medical educator with extensive experience of delivering medical education and several experienced

sessional lecturers. Teaching is informed by research and consultancy, and as at March 2018, the team includes one National Teaching Fellow and several Fellows of the HEA.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include presentations, case-studies, research report, critical review, portfolio of evidence, essays, open book (on-line) exam, negotiated project, dissertation.

The precise assessment requirements for an individual student will depend on the academic award they are studying. For the PG Cert Health Professions Education, a typical summative assessment pattern is: an open book on-line exam, portfolio of evidence, presentation, case study report, evidence-based paper.

14. Assessment strategy

In line with the University's Assessment Policy, assessments for each module have been designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with the assessment criteria. Students are also supported through the use of the Grade Descriptors Level 7 (Masters). These are customised in each of the modules and provided in the module outlines.

- Assessment is designed to provide students with opportunities to demonstrate their practical, technical, academic and professional progress and achievement in theory throughout the programme.
- Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated.
- A flexible, student-centred combination of traditional, diverse and innovative assessment activities are utilised enabling students to further develop the skills of higher education and those needed for future employment.
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic requirements of level 7 study.
- While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment as identified in TESTA project (Jessop (2010) Transforming the Experience of Students Through Assessment).
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments, a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully.
- Formative assessment is an important feature across the programme and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment. It provides students with regular feedback on their progress, to allow them to self-assess their achievement. Furthermore, it is aligned to summative assessments, increasing student confidence in achieving the module learning outcomes. A range of formative strategies are utilised including self-directed, e-learning and in-class activities.

Please see course handbook for a grid showing assessment methods and weighting mapped to modules and an assessment calendar of submission dates.

15. Programme structures and requirements

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)			
			PG Award	PG Cert	PG Dip	MA
HEPD4001	Teaching and facilitating learning in health professions education	15	M	M	M	M
HPED4002	Assessment of learning in health professions education	15		M	M	M
HPED4003	Designing and planning learning in health professions education	15		M	M	M
HPED4004	Teaching in the clinical setting in health professions education	15	M	M	M	M
HPED4005	Management and leadership in health professions education	15			M	M
HPED4006	Negotiated learning in health professions education	30			M	M
HPED4007	Research methodology in health professions education	15			M	M
HPED4000	Dissertation	60				M
Total Credits		180				
PG Award To be awarded the PG Award in Professional Development: Health Professions Education students must successfully complete 30 credits at Level 7 (HEPD4001 & HPED4004)						
PG Certificate To be awarded the PG Cert Health Professions Education students must successfully complete 60 credits at Level 7 (HPED4001, HPED4002, HPED4003, HPED4004)						
PG Diploma To be awarded the PG Dip Health Professions Education students must successfully complete the PG Certificate plus HPED4005, HPED4006, HPED4007 to a total minimum of 120 credits at Level 7.						
Masters (MA) To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation HPED4000.						

This is a part time master's programme completed over 4 years and within a maximum of six years. It is anticipated that students will complete one module per semester.

Modules will be delivered through up to three days face-to-face teaching plus online learning supported through Blackboard and online tutorials across the module duration. Modules HPED4007 Research Methodology in Health Professions Education and HPED4004 Teaching in the Clinical Setting in Health Professions Education are delivered through online learning. These modules have been developed to adhere to UW Quality Standards for Flexible and Distributed Learning to ensure that the needs of students are addressed.

The course has been designed for the modules to run in sequential order. Students will be normally expected to complete the MA Health Professions Education award by progressing through Postgraduate Certificate to Postgraduate Diploma until successfully achieving the MA Health Professions Education, except for those students completing the Postgraduate Award in Professional Development: Health professions Education, who will complete the first module and

then the 'Teaching in the Clinical Setting' module (HPED4004). Returning students will be required to rescind the award of Postgraduate Certificate and Postgraduate Diploma if they progress to the full master's award.

The detailed schedule for the programme showing how modules are delivered over the academic year is available in the course handbook.

16. QAA and professional academic standards and quality

The award is located at Level 7 of the FHEQ and is part of the University of Worcester (UW) Taught Courses Regulatory Framework.

This programme has been developed to reflect the QAA (2015) expectations on Master's Degree Characteristics.

The learning outcomes for the programme and its constituent modules have been constructed in accordance with the QAA Framework for HE Qualifications (*FHEQ 2008*). The aims and intended learning outcomes of the course comply with the Academy of Medical Educators Standards (2014).

17. Support for students

University based support is available from

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

Programme specific support:

- Students registering for the MA Health Professions Education will be engaging in part-time study over a period of up to six years. The Programme Team recognises that these students will be confronted with a range of personal, professional and academic challenges during this time, and believe that the Personal Academic Tutor system is fundamental to student success. The Personal Academic Tutor plays a significant role in enhancing the students' academic and personal experience of studying at the University of Worcester. In addition to supporting the students' academic development, the personal academic tutor may also act as the students' first contact point for any other difficulties they may be experiencing during their time as students. Not only will the Personal Academic Tutor help the students make the transition into Masters level study, but they will also help the students to understand how the MA Health Professions Education approaches learning, skills development and assessment.
- The mode of delivery is up to three days face to face for each module augmented by a Virtual Learning Environment supported by Blackboard and on-line tutoring, e.g. Skype, as required.
- It is anticipated that the programme will be delivered at the University of Worcester, off site and overseas, for learners whose first language might not be English. In order not to disadvantage these students, whilst maintaining rigorous academic standards, the assessment strategy includes a variety of modalities that minimises the reliance on discursive writing skills, such as essay writing.
- For such an off-site programme the face to face component of each module will be delivered with up to 3 days face to face teaching, interspersed with pastoral and study skill support, since these students will have less ease of access to UW support services face to face.

Induction

- The Programme Team offer an induction programme for all new students. The induction programme is normally sited at the start of the programme and provides students with the opportunity to meet with members of the teaching team. Students will have the opportunity to attend sessions introducing them to the principles of learning and teaching in higher education; access to learning and teaching resources (including Virtual Learning

Environments for example Blackboard and library resources). There will often be presentations from Registry Services, Student Services and the Student Union.

- Given the value the Programme Team place on the induction programme, there is an expectation that all students will attend. An exception may be made if the student has been an undergraduate within the Institute of Health and Society at the University of Worcester in the two years prior to their registration for the current module. Students should contact the Programme Lead for further advice.

Additional course information

- All students are provided with a comprehensive course handbook. Module outlines and assessment guidelines are provided for all modules of study and assessments.
- All students have access to a personal SOLE page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links to Blackboard where there are dedicated pages for each module. These are the main way in which both staff and students communicate with each other.
- A wide range of information and learning services are available to students including e-learning platforms including Blackboard. Additionally, students have access to ICT, Media and Library resources.
- Course Handbook
- Module outlines
- Study skills support through the Personal Academic Tutoring system
- Online support
- Library support provided by Academic Liaison Librarian for Health

18. Admissions

Admissions Policy

Entry to the MA Health Professions Education is governed by The University of Worcester Admissions Policy:

<http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf>

This award is open to healthcare professionals actively engaged, or preparing to be engaged, in supporting or delivering education in a healthcare setting. Admission is via the University of Worcester Registry Services. Application forms can be downloaded from the University of Worcester website at www.worc.ac.uk or by contacting Registry Services (Admissions Office).

Entry requirements

- An honours degree at 2:2 level or above in a health-related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. First degree awarded by an English medium school, or IELTS - 6.5 or higher required). Please note that IELTS exams must be no more than two years old at the start of the course.
- International students must hold a qualification equivalent to a UK first or second class honours degree from a school where English was the language of instruction. Students can check their qualification with the International Recruitment Team at: international@worc.ac.uk
- UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

Programme specific entry requirements

- Students must be a healthcare practitioner or manager of healthcare provision

- Practical experience in either teaching or the management of education, sufficient to enable students to demonstrate competence.

Admissions/selection criteria

Applicants are assessed by the Programme Lead on their professional eligibility to access the programme.

Applications are scrutinised and short listed against set criteria which include both educational and professional requirements:

- Applicant meets/working towards academic entry requirements.
- Personal statement has a clear healthcare education focus.
- Coherent and logical expression of ideas.
- Reference.
- For on-site delivery, residency visa expiry dates would be checked and recorded for international students.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Disclosure and Barring Service (DBS) requirements

Not required.

19. Methods for evaluating and improving the quality and standards of teaching and learning

An integrated range of strategies are used by the Programme Team to monitor, evaluate and improve the quality and standards of learning and teaching:

- Informal midpoint and formal, anonymous end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard.
- External Examiner reports.
- The Programme Lead presents the overall evaluation of the programme through the Course Annual Evaluation Report
- The Programme Team moderates all competency documents to ensure practice-based learning principles have been applied.
- Samples of all assessments are sent to the External Examiner and where necessary a post board moderation committee is held to address, consider and manage any identified issues.
- The Programme Team are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme.
- Scholarly activity is actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity, conference presentation and writing for publication and doctoral level study.
- Peer learning provides an opportunity for staff to receive feedback on their approaches to learning and teaching and can be used to further develop these skills.
- A Course Representative is provided with training for the role by the Student Union. This is available via distance learning.
- Course Management Committee meetings every semester, facilitated by the Programme

Lead, involving Course Representatives, academic and practice colleagues to allow ongoing monitoring and evaluation of the programme. For off-site delivery, student representation at these meetings is via Skype.

- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Quality Committee.
- Institute of Health and Society student forum. For off-site delivery, student representation at these meetings is via Skype.
- Staff can also apply for funding to facilitate the completion of Learning and Teaching Projects e.g. Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
- Several members of the Academic Team are External Examiners, one member is a reviewer for the Nursing and Midwifery Council (NMC) and another is a reviewer for the Health and Care Professions Council (HCPC). The Team includes one National Teaching Fellow and several Fellows and Senior Fellows of the HEA.

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
PG Award in Professional Development: Health Professions Education	Pass a minimum of 30 credits at level 7, as specified on the award map (<i>HEPD4001 & HPED4004</i>)
PG Cert Health Professions Education	Passed a minimum of 60 credits at level 7, as specified on the award map (<i>HPED4001, HPED4002, HPED4003, HPED4004</i>)
PG Dip Health Professions Education	Passed a minimum of 120 credits at level 7, as specified on the award map (<i>HPED4001, HPED4002, HPED4003, HPED4004, HPED4005, HPED4006, HPED4007</i>)
Masters (MA) Health Professions Education	Passed a minimum of 180 credits at level 7, as specified on the award map (<i>HPED4001, HPED4002, HPED4003, HPED4004, HPED4005, HPED4006, HPED4007, HPED4000</i>)

PG Award, PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

Achievements of Staff

The Course Leader is a National Teaching Fellow and Senior Fellow of the Higher Education Academy and is the author of several textbooks including those used on Masters programmes in the UK and overseas. The involvement of staff in teaching, research and publishing in the field ensures students are well supported by active, knowledgeable teachers.

Research Excellence Framework 2014

The results of the Research Excellence Framework 2014 (REF 2014) were published in December 2014 and showed that the University was among the most improved Universities for research in the United Kingdom. The University submitted 112 staff (over 4 times as many as in RAE 2008) to 11 subject areas (compared to just 4 in RAE 2008) and saw a third of its research classified as “world-leading” or “internationally excellent”, with just under three quarters of its research identified as at least “internationally recognised”. Within the Institute of Health and Society, teaching staff are active in scholarly activity in the field of Clinical and Medical Education. This is reflected in research output published in peer-reviewed outlets, as well as engagement and contribution to external activities. Research output was submitted to the 2014 Research Exercise Framework under 2 academic units (Allied Health Professions, Nursing and Pharmacology unit, and the Psychology, Psychiatry and Neuroscience unit). In total there were 21.5 FTE staff within the Institute of Health and Society returned to these units of assessment.

Working with Practice Partners

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, HCPC, Health Education England (West Midlands) and via External Examiner reports

22. Graduate destinations, employability and links with employers

Graduate destinations

Successful completion of the MA Health Professions Education will enable clinical teachers to demonstrate their commitment to revalidation as teachers under the General Medical Council, or other healthcare regulatory body requirements. Students will be able to further their career in education for example in the medical Royal Colleges, Health Education England or other professional and regulatory bodies.

Students will be well placed to progress to research or other opportunities offered by UW programmes such as doctoral level programmes such as the Doctor of Education or the Doctor of Health Sciences. Students may also wish to consider undertaking a Research Degree.

Student employability

Graduates will generally pursue a career in academia, a professional role allied to healthcare, or the education of healthcare professionals. The knowledge students will develop and the training they will receive will provide a solid foundation for leadership roles within a healthcare education environment. The programme provides students with the opportunity to develop transferrable skills in time management, intellectual leadership, organisation, academic writing, and the use of information technology. The University of Worcester also provides careers education and support opportunities. Subsequently, graduates will be well placed to explore a variety of onward employment options. They will acquire the skills on this programme to become healthcare leaders of the future, including higher scholarly skills necessary for the advancement of the discipline and to act as role models for clinicians, educators and leaders of tomorrow.

Links with employers

The MA Health Professions Education is aligned to the professional standards and values of the [Academy of Medical Educators](#). The programme was developed in consultation with local healthcare professionals and clinical educators. The development of the Postgraduate Award Professional Development: Health Professions Education, has been designed to meet the Post-Graduate Medical Education needs of the Faculty of Sexual and Reproductive Health (FSRH) requirements to apply for Faculty Registered Trainer (FRT). Additionally, the programme development has been supported by a team of experts in online learning and clinical education.

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.