PROGRAMME SPECIFICATION
MA Health Professions Education

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	n/a
4.	Final award	MA Health Professions Education Postgraduate Diploma Health Professions Education Postgraduate Certificate Health Professions Education
5.	Programme title	Health Professions Education
6.	Pathways available	n/a
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	Part time over a maximum of 6 years. Up to three days face to face per 15 credits supported by Blackboard
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	Academy of Medical Educators (2014) Professional Standards Framework http://www.medicaleducators.org/aome/assets/File/AOME%20Professional%20Standards%202014%281%29.pdf
11.	Date of Programme Specification preparation/ revision	September 2015 August 2016 (Regulations amended - Section 20)

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:

- Domain 1 Designing and planning learning

- Domain 2 Teaching and facilitating learning

- Domain 3 Assessment of learning

- Domain 4 Educational research and scholarship

- Domain 5 Educational management and leadership (AoME (2014) p12-22)

The General Medical Council has recently 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[1]. 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[2]. 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[3].

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"[4]* .

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.

1. AoME (2014) Professional Standards for Medical, Dental and Veterinary Educators. Cardif, AoME.
2. Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice . London, NMC
3. The Dearing Report (1997) Higher Education in the Learning Society. London: HMSO
4. Darzi A.(2008) NHS Next Stage Review Final Report: High Quality Care for All. London: Department of Health

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:

On successful completion of the Postgraduate Certificate students will be able to:

- 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.

- Critically apply the principles of assessment and curricular design in healthcare education, demonstrating originality in the application of knowledge.

- Critically reflect on the importance of a values based approach to healthcare education taking account of learner difference and the importance of patient safety.

On successful completion of the Postgraduate Diploma students will also be able to:

- Demonstrate comprehensive knowledge of and ability to apply the principles of effective leadership and management of education in the clinical setting.

- Synthesise the principles underpinning effective educational research and scholarship and be able to use these to critique and challenge current practice.

On successful completion of the Masters students will also be able to:

- Critically apply healthcare educational literature and make a contribution to the advancement of knowledge in their professional area.

Cognitive and intellectual skills:

On successful completion of the Postgraduate Certificate students will be able to:

- Critically evaluate the educational literature, reflect on practice and synthesise new insights into educational practice.

On successful completion of the Postgraduate Diploma students will also be able to

- Develop new educational insights, theories and practices, through scholarly endeavours.

- Critically reflect on own ability to design, supervise, manage and evaluate educational research strategies or projects.

- Appraise, mentor and give effective feedback to facilitate the professional development of healthcare professionals.

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On successful completion of the Masters students will also be able to:

- 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.

Practical skills relevant to employment:

On successful completion of the Postgraduate Certificate students will be able to:

- 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.

On successful completion of the Postgraduate Diploma students will also be able to:

- Critically reflect on problem solving skills in complex and unpredictable environments.

- Demonstrate advanced ability to communicate, develop, integrate, lead and critically evaluate a wide range of educational interventions.

- Apply the principles of statutory and other regulatory bodies in the provision and quality assurance of healthcare education.

On successful completion of the Masters students will be also able to:

- Critically evaluate methodologies of teaching and educational research and develop critiques of them and propose new hypotheses.

- 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.

Transferable/key skills:

On successful completion of the Postgraduate Certificate, Postgraduate Diploma and Masters programmes, students will be able to:

- 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.

- Demonstrate competence in the use of information and digital literacies, such as retrieving, evaluating and communicating information.

- Critically evaluate advanced communication skills suitable for a professional and lay audience.

Examples of learning, teaching and assessment methods used:

- Tutor led: Key note talks, seminar discussions, on-line tutorials, journal clubs.
- Peer led: class exercises, peer consultancy, participation in on-line discussions.
- Independent study: reading, reflection on practice, preparation for assessment including collation of a professional portfolio of evidence.

14. Assessment Strategy

In line with the [University of Worcester 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 [University of Worcester grade descriptors](#). 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.

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15. Programme structures and requirements

Award map

Course Title: Master of Arts (MA) in Health Professions Education					
Module Code	**Module Title**	**Credits**	**Status** (Mandatory (M) or Optional(O))		
			MA Health Professions Education	*PG Dip Health Professions Education*	*PG Cert Health Professions Education*
HPED 4001	Teaching and facilitating learning in health professions education	*15*	M	M	M

HPED 4002	Assessment of learning in health professions education	15	M	M	M
HPED 4003	Designing and planning learning in health professions education	15	M	M	M
HPED 4004	Teaching in the clinical setting in health professions education	15	M	M	M
HPED 4005	Management and leadership in health professions education	15	M	M	
HPED 4006	Negotiated learning in health professions education	30	M	M	
MCER 4003	Research Methodology in Clinical Education	15	M	M	
HPED 4000	Dissertation	60	M		

There are eight mandatory modules constituting all 180 credits that must be completed for the award of MA Health Professions Education.

Programme delivery

This is a part time masters 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. One of the 15 credits modules in this programme is shared with the MRes in Clinical Education; MCER4003 Research Methodology in Clinical Education. This module and module HPED4004 Teaching in the Clinical Setting in Health Professions Education are delivered through on line 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. Returning students will be required to rescind the award of postgraduate certificate and postgraduate diploma if they progress to the full masters 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 (2010) 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**

Student support is a central component of the MA Health Professions Education and is available from within the Academic Unit of Applied Professional Studies, the Institute of Health and Society and from the wider University.

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 focus of the tutorials will be on personal professional development planning and reviewing progress and achievement in theory modules and the practice learning environment.

Students are advised to maintain regular contact with their personal academic tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student. While it is unlikely; a student may request a change of personal academic tutor (or vice versa).

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 and off site, 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.

All students will have the usual access to UW on line services, library and other support

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

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

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 also 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.

Disability and dyslexia support
The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis. Additionally the University's Assessment arrangements for disabled students sets out policy, procedures http://www.worcester.ac.uk/your-home/disability-and-dyslexia-support.html

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 IT, Media and library resources, including a dedicated subject librarian for health.

Further specific programme information can be found in the following:
- Induction arrangements and/or academic induction day
- Programme Handbook
- Module outlines
- Study skills support through the personal academic tutoring system
- Online support
- Subject specific ILS support through IHS Academic Liaison Librarian
- Student Services Support: http://www.worcester.ac.uk/student-services/index.htm

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. Applications forms can be downloaded from the University of Worcester website at www.worc.ac.uk or by contacting Registry Services.

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 - 7.5 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 award leader or 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

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 leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee.
- 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 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.
- A student academic representative (StAR) 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 StAR's, 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 Institute 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 monies 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 and one member of the academic unit 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.
- Some modules have attendance requirements.
- 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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.

Requirements for Awards

Award	Requirement
Postgraduate Certificate Health Professions Education: HPED4001, HPED4002, HPED4003, HPED4004.	Passed a minimum of 60 credits at level 7 as specified on the award map
Postgraduate Diploma Health Professions Education: HPED4001, HPED4002, HPED4003, HPED4004, HPED4005, HPED4006, MCER4003	Passed a minimum of 120 credits at level 7 as specified on the award map
MA Health Professions Education: HPED4001, HPED4002, HPED4003, HPED4004, HPED4005, HPED4006, MCER4003, HPED4000	Passed a minimum of 180 credits at level 7 including a minimum of 60 credits from the Dissertation as specified on the award map

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[1-6]. The involvement of teaching 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 West Midlands and external examiner reports.

1. Chambers R, Mohanna K (2004). *Demonstrating your competence: Healthcare teaching.* Radcliffe
2. Chambers R, Mohanna K, Spurgeon P (2006). *Leadership in Healthcare.* Radcliffe
3. Mohanna K, Chambers R, Wall D (2007). *Know your teaching style.* Radcliffe Medical
4. Mohanna K (Ed) (2008).*General Practice Specialty Training: Making it happen*. RCGP
5. Mohanna K (Ed) (2010). *Care of children and young people*. RCGP
6. Mohanna K, Cotrill E, Wall D, Chambers R *(2010).Teaching made easy.* Third Edition. Radcliffe

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 the MRes in Clinical Education (subject to approval) and 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. 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 the module outlines and the course handbook provided to all students at the start of the course.