

## Programme of Study for the degree of Doctor of Clinical Education 2023/24

**School:** School of Medicine - Institute of Medical Education

**Entry Requirements:** The programme is on a part-time basis only. The programme will normally commence in September.

- graduates of a masters degree in a subject area relevant to the proposed research
- graduates with an upper second class honours degree or above in a subject area relevant to the proposed research
- Where the applicant's first language is not English, an International English Language Testing System (IELTS) overall score of 6.5 with no less than 6.0 in each component skill.

This programme is normally only open to professionals working in health care, such as medicine, pharmacy, nursing and midwifery, and the full range of allied health professions (with an entry on the appropriate register) or healthcare-related areas in practice or education, who have a minimum experience of two years full-time (or equivalent part-time) in practice and involvement in education and training as part of their current role.

### Recognition of Advanced Standing (RAS)

Candidates who have achieved master's level accreditation for study within an approved university or equivalent institution may apply for accreditation (Recognition of Advanced Standing (RAS)) of up to a maximum of 90 credits in taught components of the programme.

All applications for such accredited prior learning are considered on their merits and awards of credit transfer are made at the discretion of the School. The following will apply:

- applications should be made at the time of application
- applications must be processed by the end of the first semester
- for credit to be eligible for transfer it must have been awarded within five years prior to the start of study
- accredited prior learning may be granted only against the taught modules within the programme and may be granted only if the prior learning relates to programme
- accredited prior learning is not allowable, in any circumstances, against the thesis or the thesis preparation components

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### Content of Programme of Study

The programme is on a part-time basis only. The standard period of study is 5 years.

On entry to the degree candidates will declare a specialist field of study, in which they will concentrate their studies, and from which they will develop the topic of their thesis. All candidates are appointed a supervision team charged with discussing and advising on the coherence of modular choices in relation to the intended thesis area (specialist field of study).

### Taught Modules

Candidates are required to study modules totalling 150 credits<sup>1</sup> :

#### Year 1 (60 credits)

##### Compulsory modules

MEDS5106M Learning and Teaching in the Clinical Context (30 credits)

MEDS5107M Assessment and Evaluation in the Clinical Context (30 credits)

#### Year 2 (60 credits)

##### Compulsory modules

MEDS5116M Developing Educational (30 credits)

MEDS5109M Researching Clinical Education (30 credits)

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<sup>1</sup> In the absence of Accredited Prior Learning (APL)

### **Year 3 (30 credits)**

#### **Optional modules**

Directed Study (30 credits)

Research Practice (30 credits)

### **Progress and monitoring**

#### **Transfer**

Candidates will in the first instance be accepted provisionally to the degree of Doctor of Clinical Education. After the initial period of provisional registration, candidates are subject to the process whereby they are formally assessed and, if successful in the assessment, are transferred to the specific degree category of Doctor of Clinical Education.

Candidates are required to undertake supervised study designed to yield the documentation necessary for consideration as part of the transfer process. It will include presentation of relevant literature, indication of research questions, indication of methodology and its rationale (design, including indication of proposed analysis) and a timeline for completion. The candidate is then interviewed by a transfer assessment panel in the form of a viva voce examination.

Transfer must take place no later than 36 months of study and is dependent upon the candidate having passed all taught modules that have been delivered and examined up to the point of transfer. Candidates must successfully complete the transfer review process in order to continue with their studies. The decision to transfer will be based on the submission of appropriate material for assessment and all Postgraduate Researchers (PGRs) must undergo an oral examination by an assessment panel which must include at least two independent individuals who have not been involved in the supervisory support of the candidate. The PGR will be interviewed by the assessment panel in the form of a viva voce examination.

Candidates prepare a collection of documents for transfer:

- (i) A report of progress to date (maximum 1,500 words), which should include:
  - A synopsis of work carried out, including modules studied and research preparation and investigation conducted
  - A review of learning from the modular study
  - A critical appraisal of the ways in which the modules studied have contributed to the developing research proposal
  - A copy of all module feedback sheets and a list of module marks should be attached.
- (ii) A research proposal (6000 words maximum, excluding draft ethics submission), to include:
  - Introduction. The rationale for the research and the context of the data collection.
  - Literature review
  - Methodology including theoretical framework, research questions and methodology (rationale and data collection and analysis procedures).
  - Draft ethics submission
  - Expected results (short)
  - Timeline

#### **Examination and Assessment**

Candidates are required to submit a thesis for examination of up to 55,000 words in length in the area of their specialist field of study and satisfy the examiners as specified in [Ordinance X](#) and its associated [Regulations](#).

Candidates must submit their thesis for examination for the degree of Doctor of Clinical Education by no later than 84 months (7 years) of study.

Where the progress and quality of the candidate's research justify it (including those with RAS) a candidate may apply for a reduction of study in order to submit at an earlier stage (no earlier than the end of 36 months of part-

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time study).

Following examination, the examiners will be asked to make one of the following recommendations

- a) Pass
- b) Pass (subject to the correction of 'editorial and presentational corrections' or 'minor deficiencies'): these corrections must be made within four or twelve weeks respectively from the date of the oral examination. The internal examiner is responsible for ensuring that 'editorial and presentational corrections' or minor deficiencies are corrected by the candidate. The degree will not be awarded until confirmation that the corrections have been completed is received.
- c) Referral
- d) Fail: the candidate has no further opportunity for submission.

If the thesis is not considered to be of sufficiently high standard to recommend the award of the degree but there is evidence of the potential of a successful submission, then on the recommendation of the examiners the candidate will be granted permission to resubmit the work in a revised form for the degree of Doctor of Clinical Education within a period of eighteen months, on one occasion only and on payment of an additional fee.

### **Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for the degree of Doctor of Clinical Education**

#### **Learning Outcomes**

- Discover, interpret and communicate new knowledge through original research of publishable quality which would satisfy peer review and/or contribute to scholarship within a professional context;
- Independently and proactively formulate ideas and design, develop, implement and execute plans by which to evaluate these;
- Demonstrate a comprehensive understanding of techniques applicable to own research and engage with the relevant ethical or legal issues in the specialist educational field;
- Present and defend research outcomes which extend the forefront of the discipline and/or relevant area of professional practice;
- Take a proactive and self-reflective role in working and develop professional relationships with others where appropriate;
- Demonstrate systematic and extensive knowledge of the subject and expertise in generic and subject / professional skills;
- Critically and creatively evaluate current issues, research and advanced scholarship in the relevant field of education;

#### **Transferable (Key) Skills**

Candidates for the Doctor of Education (Clinical Education) will have had the opportunity to acquire the following abilities as defined in the modules specified for the programme:

- the skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;
- critically to engage in the development of professional/disciplinary boundaries and norms.

#### **Assessment**

Achievement for the Doctor of Education (Clinical Education) will be assessed by a variety of methods in accordance with the learning outcomes of the programme and will involve the achievement of candidates in

- Evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline of clinical and health professions education and /or professional learning or within different aspects of the area of professional practice normally leading to published work;
- Drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries

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- into clinical and health professions education and practice;
- Demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within clinical and health professions education and practice;
- Drawing on a range of perspectives on the area of study;
- Evaluating and criticising received opinion;
- Making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- The written style and overall presentation of the thesis