

**DEFINITIVE COURSE RECORD**

Course Title	<b>MA Healthcare Education</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<p><b>Elements of the course have been approved by the Nursing and Midwifery Council (NMC).</b></p> <p><b>Successful completion of the Learning, Teaching and Assessment module will lead to the NMC Practice Teacher qualification.</b></p> <p><b>Successful completion of the Learning, Teaching and Assessment module and Education in Action module, within the PgC Healthcare Education, will lead to a recordable qualification of Teacher Programme with the NMC.</b></p> <p><b>Students completing the PgC Healthcare Education will be eligible for a Fellowship with the Higher Education Academy.</b></p>
Credit Structure <sup>2</sup>	<b>180 Credits at level 7</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>3 years full-time</b>
Intended Award	<b>MA Healthcare Education</b>
Named Exit Awards	<b>PgD Healthcare Education PgC Healthcare Education</b>
Entry Requirements <sup>4</sup>	<p><b>Typical Offer: An honours degree normally at 2:2 or above A qualification in healthcare Currently working in the field of health and social care for a minimum of one year</b></p> <p><b>or</b></p> <p><b>A qualification in healthcare Evidence of the student's ability to work at level 7 Currently working in the field of health and social care for a minimum of one year</b></p>
Delivering Institution	<b>Ipswich</b>

This definitive record sets out the essential features and characteristics of the MA Healthcare Education course. The information provided is accurate for students entering level 7 in the 2017-18 academic year<sup>5</sup>.

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

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### Course Summary

The MA Healthcare Education is a dynamic programme developed in response to a growing need for practitioners to align with emerging policy agenda and develop knowledge and understanding of learning and teaching within a variety of settings.

It facilitates students' development of a comprehensive range of skills, to direct their own learning and development and that of others, enabling students to widen their appreciation and application of learning, teaching and assessing approaches in the practice and academic settings.

The course supports the development of the skills required to teach, supervise and assess students and other practitioners, be they pre or post-registration, undergraduate or postgraduate learners, in the higher education or clinical practice setting. It aims to develop the skills practitioners require to identify and promote initiatives which develop the culture for continuing professional development.

The programme is NMC approved for Practice Teachers and Teachers; AHP Educator accreditation schemes and Higher Education Academy Fellowships.

This course is offered either as a blended programme incorporating classroom and virtual learning based activities, or via a distance learning pathway.

### Course Aims

- To foster the development of future educational leaders in a wider globalised healthcare arena
- To enhance the student's ability to critically engage with a range of theoretical perspectives in health and social care education
- To develop a transformative approach to problem solving and decision making by reflexively engaging with their own learning and teaching skills
- To provide a forum for students to explore substantive research knowledge with critical and analytical rigour in relation to the contexts of teaching and learning, in terms of policy and practice
- To promote a robust level of autonomy and self-learning within a professional and academic audience that is constantly adapting to change and uncertainty
- To develop a range of intellectual skills to appreciate the theoretical and practical dimensions of pedagogical practice and research that is commensurate with study at 'M' level

### Course Learning Outcomes

The following statements define what students graduating from the MA Healthcare Education course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

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<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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**Knowledge, understanding and cognitive skills**

1. Demonstrate reflective, creative and innovative approaches to education within a range of contexts
2. Challenge traditional concepts, theories, philosophies and educational strategies
3. Understand and critically appraise the impact of current social, political and professional drivers on contemporary healthcare education
4. Demonstrate an analytical appreciation of digital technologies on access to education, programme delivery and student experience
5. Critically evaluate the impact of social, culture, political and global policy on healthcare education
6. Consider strategies to support the principles of widening participation, diversity, parity and equity
7. Understand and critically examine the influence of globalisation on current and future educational practice
8. Discern between different research methods and their suitability for undertaking research within their field of practice
9. Critically evaluate current research and advanced scholarship in their field of practice
10. Meet the challenge of undertaking research at this level

**Subject Specific Skills**

11. Implement a range of effective learning, teaching and assessment strategies across a range of educational settings
12. Reflect upon, and critically evaluate own educational style, practice and performance
13. Identify the scope and limitations of their role, including a critical evaluation of the ethical issues and dilemmas faced by educators
14. Demonstrate a commitment to engage in quality monitoring and educational governance
15. Reflect upon and critical evaluate own leadership behaviours and role within healthcare education
16. Critically appraise a range of theoretical and philosophical perspectives and their impact on 21st century healthcare education
17. Demonstrate a critical evaluation of technological innovations within healthcare education
18. Independently design, plan, manage and evaluate a research project pertinent to own field of educational practice

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19. Demonstrate an understanding of the significance of the research findings to their professional role

### **Key / Common Skills**

20. Provide support and facilitate appropriate learning, teaching and assessment strategies which maximise individual learner potential
21. Demonstrate self-reflexivity and awareness of the impact of their role on student experience
22. Actively engage in partnership working with service users, students, communities, universities and other key stakeholders
23. Utilise effective communication skills in order to support educational development
24. Demonstrate an ability to engage with digital technologies to present coherent arguments in a competent manner
25. Critically appraise current literature and research findings within their field of educational practice
26. Demonstrate systematic and creative problem solving
27. Apply the principles of critical self-reflexivity to facilitate personal growth and professional development
28. Demonstrate an ability to communicate complex ideas and arguments in writing to specialist and non-specialist audiences

### **Course Design**

The design of this course has been guided by the following Professional Standards:

- UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education (2011)
- Professional Standards for Allied Health Professions
- Nursing and Midwifery Council Standards to Support Learning and Assessment in Practice (2008)

### **Course Structure**

The MA Healthcare Education comprises modules at level 7.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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	Module	Credits	Module Type <sup>7</sup>
Level 7			
	Learning, Teaching and Assessment	40	M
	Education in Action	20	M
	Research Methods	20	M
	Effective Leadership in Education	20	M
	Perspectives in Education	20	M
	Dissertation	60	M

**Awards**

On successful completion of the course, students will be awarded a MA Healthcare Education. Students who leave the course early may be eligible for a PgD Healthcare Education on successful completion of 120 credits or a PgC Healthcare Education on successful completion of 60 credits.

**Course Delivery**

The course is delivered at Ipswich. Students studying part-time on MA Healthcare Education are likely to have approximately 102 hours of classroom based learning (blended pathway) and 498 hours of virtual learning / self-directed study in Year 1. Year 2 is delivered via distance learning, although students do have the option to complete the Research Methods module via blended learning (classroom and VLE). For Year 2 via distance learning, students are likely to have 600 hours virtual learning / self-directed study. Year 3 centres on completion of a dissertation, and students will attend three workshops and will arrange supervision tutorials with delegated supervisors. Students studying via the distance learning pathway will completed all course hours through virtual learning / self-directed study with additional tutorial support through negotiated personal tutorials.

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes.

The Year 1 assessments facilitate students in creating their own distinct educational log that maps student progression as an educator against specific regulatory body standards and the Higher Education Academy UKPSF. The written assignment provides students with the opportunity to develop critical insight into their educational practices and how these impact on the learner experience. The Education in Action module assessment centres upon creating an innovative educational strategy in partnership with key stakeholders and exploring how collaborative partnerships should be fostered within the Higher Education arena.

In Year 2 the module assessments enable students to explore the wider aspects of healthcare education in terms of leading education and examining the ever changing dynamics of the academic and practice learning schema. The Research Methods assessment provides students with the opportunity to critical explore a number of research methodologies and their applicability to educational research projects.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Taught Postgraduate Awards](#)

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The assessment for Year 3 is a 15,000 word dissertation where students can explore a specific area of educational practice within their own field of expertise. Students can undertake this in a number of ways; Service Improvement projects; Audit; Primary Research or a Literature Review. Students will be allocated a research supervisor who will support and guide them through the dissertation.

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking MA Healthcare Education will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	Not applicable
Part-time UK/EU	£825 per 20 credit module
Full-time International	Not applicable
Part-time International	£1,620 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).