Advice on Recognition of Prior Learning: CPD7004 for students who have successfully completed HEA4117

Students who have completed HEA4117 and who are submitting an RPL application to the PGCert Workplace-based Postgraduate Medical Education, PGCert Simulation in Clinical Learning, or MA Clinical Education programme need to demonstrate how they meet the CPD7004 Learning Outcomes.

The Learning Outcomes, module content and module assessment for the two modules do share some common ground (Appendices 1, 2 & 3), but there are gaps, notably in the application of leadership theories to the clinical education context and your *own educational role.* This means that direct transfer of credits is not possible, and you need to satisfy the RPL panel that there is equivalent learning. You will need to demonstrate that you meet the learning outcomes for CPD7004 by writing a 2000 word essay exploring how you apply leadership theories to your own professional context of clinical education and how your personal leadership qualities can be used to influence clinical education.

Essay Guidance:

The essay should meet all learning outcomes for CPD7004 and should critically analyse carefully selected factors influencing educational leadership in your area of clinical practice. You may choose to focus on any aspect of educational leadership that relates to the learning outcomes and module content. This can relate directly to your own experience as an 'educational leader' or as a 'follower'. You can also choose more abstract concepts or educational leadership situations that you have only experienced indirectly.

You must also include a critically reflective statement offering an analysis of your own leadership qualities in the clinical education context. This could include your values or vision as an educational leader, how you have developed insight into your personal leadership qualities and specific aims for how you would like to develop as an educational leader

This RPL claim will be judged by the same standards as any other academic assessment at level 7, so it must include a rigorous analysis of the current research and literature. You MUST use the Harvard reference system in your essay. Guidance is available here: http://www.eshare.edgehill.ac.uk/5337/

RPL Boards are held regularly during each semester so there are no specified deadlines for submitting your RPL claim. Your application will be considered at the next scheduled board after it is received. You must submit the above essay along with the **RPL application form** to CPD Programme and Tracking Administrator, Steven Wilson, on 01695 650726 or email wilsonst@edgehill.ac.uk

Further information can be obtained from Helen McNeill (module leader for CPD7004) mcneillh@edgehill.ac.uk

Appendices

Appendix 1: CPD7004 Learning Outcomes

1. Critically appraise the theoretical concepts of leadership and debate their relevance to current practice within the context of educational leadership in the clinical setting.
2. Demonstrate critical analysis of the influences which impact on the role of leaders in clinical education.
3. Critically evaluate the qualities and competencies of effective educational leaders and use a critically reflective approach to analyse their own leadership practice and determine how they can enhance their own skills as an educational leader in the clinical context.

Appendix 2: CPD7004 Indicative Content

- Deconstruction of leadership –what it is and what it is not
- Theoretical frameworks of leadership, applied in the clinical education context.
- The qualities of effective leaders and team roles
- Leadership challenges and the role of power, gender and politics in educational leadership in the clinical context
- Organisational and professional culture of role identities
- National policy and local perspectives that impact on leadership in clinical education
- The function of leaders in the change process, applied in the clinical education context.

Appendix 3: CPD7004 Module assessment

1. **A critical analysis of factors influencing the role of the educational leader** in a chosen clinical area in relation to underpinning theories. (Learning Outcomes 1 & 2, weighting 60%; Guideline: 2,500 words)

2. **A critically reflective assignment offering an analysis of the participants own leadership qualities in the clinical education context**. This must be related to the literature and should include evidence of personal development planning. (Learning Outcome 3, weighting 40%; Guideline: 1,500 words)