PGCert

# Clinical Education

| Entry requirements | Study mode | Duration | Apply by: **1 August 2026** |
|---|---|---|---|
| Related 2:2 degree | Part-time | 9 months | Starts on: **28 September 2026** |

## About this course

Designed for health and veterinary professionals involved in teaching and supervision, the PGCert in Clinical Education offers an excellent opportunity to strengthen your teaching skills and grow your confidence as an educator. You'll explore key educational theories alongside practical, evidence-based teaching approaches that you can apply directly in clinical settings. Throughout the programme, you'll learn from experienced educators and leaders in the field, gaining valuable insights to help you support and inspire the next generation of professionals.

## Introduction

The PGCert in Clinical Education is a collaborative, multi-professional programme, designed for experienced Clinicians working in a wide range of healthcare settings. Whether you are a Doctor, Dentist, Nurse, Vet or Allied Health Professional, this programme provides an opportunity to develop your skills in teaching, supervision and assessment while deepening your understanding of how individuals learn in clinical environments.

A key feature of this programme is the strong emphasis on developing yourself as an educator, not just acquiring practical teaching tools but critically reflecting on your role in supporting the next generation of healthcare professionals. You will also become part of a vibrant

interdisciplinary network of experienced clinicians and educators, fostering collaboration and shared learning across clinical boundaries. Through interactions with expert academics and experienced peers, you'll build lasting professional connections that support innovation and leadership in clinical education within your workplace and beyond.

This programme is delivered in a hybrid format, combining face-to-face activity with online delivery, designed to be practice-relevant and providing flexibility for those working professionally alongside their studies. Students completing this course will also be eligible to apply for Fellowship of the Higher Education Academy, and will receive guidance from us on making an application.

## Who is this course for?

This Postgraduate Certificate in Clinical Education provides experienced healthcare and veterinary professionals with the confidence, knowledge and practical skills to enhance their teaching across clinical, academic and simulated environments. Designed for clinical educators working in medicine, dentistry and veterinary education, the programme equips participants to improve learner engagement, design inclusive learning activities, and apply educational theory to real-world practice.

## What you'll learn

- Discover educational theories and their application to practice
- Develop reflexive practice
- Critically engage with literature
- Evaluate models of supervision and their application to practice
- Explore how to create safe and supportive learning environments
- Learn different theories and methods of feedback and practices of assessment
- Discover the role and value of technology-enhanced learning
- Learn inclusive and equitable educational practice.

# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## Semester one

### LCMS704 Supervisory Models of Education

This module will provide students the opportunity to develop effective supervisory skills for clinical education. Students will explore theoretical models and practical strategies of educational supervision, with a focus on fostering learner progression, engagement and wellbeing. The module encourages reflection on the supervisory relationship, feedback practices, and the creation of psychologically safe and inclusive learning environments. Complex challenges such as supporting learners in difficulty and navigating institutional culture are critically examined.

Designed to support students in developing supervisory confidence and reflective capacity, the assessment for this module is a 3000-word report or guidance document outlining supervisory approaches relevant to their own teaching context. Students will apply feedback models, evaluate supervision frameworks, and design strategies that promote inclusion and learner support.

Students will benefit from the expertise of educators and clinicians experienced in supervision and feedback, and will be supported to integrate theory with workplace relevance through interactive workshops, peer learning, and critical reflection.

This module is designed for healthcare professionals who engage with teaching as part of or alongside their clinical practice.

### LCMS705 Principles of Clinical Education

This module will provide students the opportunity to explore foundational learning theories and their application within clinical education. Through critical engagement with educational literature, students will develop a theory-informed approach to teaching. The module encourages reflection on barriers and enablers to workplace learning, and supports the integration of inclusive, active teaching strategies into everyday practice.

Designed to support students in developing pedagogical confidence and reflective insight, the assessment for this module includes a critical appraisal of a teaching session, supported by structured reflection and engagement with relevant theory. Students will be

guided through reflective practice using worked examples, one-to-one tutor support, and a dedicated journal template to foster deliberate and meaningful reflection.

Students will benefit from the expertise of educators and clinicians across healthcare and veterinary disciplines, and will be supported to apply their learning to authentic teaching contexts that promote learner engagement, inclusivity, and professional development. This module is designed for healthcare professionals who engage with teaching as part of or alongside their clinical practice.

Programme details and modules listed are illustrative only and subject to change.

## Semester two

### LCMS706 Advancing Clinical Education with Technology

This module will provide students the opportunity to develop the skills to design, implement and evaluate technology-enhanced learning (TEL) activities in clinical education. Through understanding the underlying educational theories and evidence, students will develop a critical approach to TEL, considering not only the educational possibilities but the limitations, ethical perspectives and external trends and drivers. The module encourages reflection on inclusive and accessible design and the challenges of implementing TEL in diverse learning environments.

Designed to support students in developing digital fluency and pedagogical confidence, the assessment for this module is a 12-minute video or podcast presentation accompanied by a written appendix including a digital artefact (such as a storyboard or mock-up) illustrating a TEL intervention tailored to a real-world clinical or educational need.

Students will benefit from the expertise of educators and clinicians working at the forefront of TEL innovation, and will be supported to design and evaluate technology-based learning solutions that promote equity, engagement, and educational impact across healthcare contexts.

This module is designed for healthcare professionals who engage with teaching as part of or alongside their clinical practice.

### LCMS707 Principles of Assessment in Clinical Education 2026-27

This module will provide students the opportunity to develop the skills to design, implement and evaluate assessment strategies in clinical education. Drawing on contemporary theory and practice, students will explore a range of approaches — including formative,

summative, workplace-based, and programmatic models — and critically consider their application across diverse educational settings.

The assessment for this module is a 12-minute recorded presentation in which students propose and justify an assessment strategy for a selected teaching activity. A reflective component invites students to critically appraise their design decisions in relation to their own learning on the module.

Students will benefit from the expertise of educators and clinicians experienced in assessment design and delivery, and will be supported to create meaningful, equitable and evidence-informed assessment practices that enhance learning in clinical education. This module is designed for healthcare professionals who engage with teaching as part of or alongside their clinical practice.

Programme details and modules listed are illustrative only and subject to change.

## Teaching and assessment

## How you'll learn

This programme follows a blended learning design with short form recorded lectures, in-person seminars and practical workshops on campus, engagement with research literature, supervised reflexive practice, online discussion forums and independent study. There will be up to 30 students in the in-person seminars and workshops. Two days a semester will be in person, with 6 additional hours of online synchronous content. The recorded lectures and online discussions will all take place asynchronously. Students are expected to spend around 120 hours a module on independent study (around 15 hours a week).

## How you're assessed

Students will be assessed by one formative and one summative assignment in each module. The summative assignment is 100% of the module. Passing all four assignments is necessary to complete the PGCert.

The assessments are:

- A critical reflective essay (3,000 words)
- A practice guide (3,000 words)
- A recorded presentation (12 minutes plus 500 word commentary)
- A video/audio podcast episode (12 minutes plus 500 word commentary).

# Liverpool Learning Framework

At Liverpool, we take a distinctive approach to education through the Liverpool Learning Framework. This means teaching that is engaging, inclusive and designed to help you succeed during your studies and beyond.

You'll develop specialist subject knowledge alongside the skills employers value most, including:

- Digital fluency
- Confidence
- Global citizenship

Our curriculum is characterised by the three Liverpool Hallmarks:

- Research-connected teaching - learning informed by the latest ideas and discoveries
- Active learning - taking part, applying knowledge and learning by doing
- Authentic assessment - assessments designed around real-world tasks and challenges

We also embed key priorities across our curriculum, including AI literacy, employability, and sustainability, helping you prepare for the future and make a positive impact in the world.

We're committed to creating a supportive and inclusive learning environment where every student can thrive.

# Careers and employability

This programme is designed for experienced clinical staff looking to increase their skills in education and would be suitable for those from a wide range of professional backgrounds. Graduates will leave with skills highly valued by employers in medical, dentistry and veterinary schools, hospital trusts and healthcare organisations, which will open doors to more senior roles in clinical education, leadership positions and opportunities in educational research. Beyond the practical teaching skills, you'll develop a network of other healthcare professionals, enriching your perspective and making long-lasting professional connections.

- Leadership Roles – opportunities in educational leadership, such as becoming a clinical or educational supervisor
- Teaching and Training Roles – competitive advantage when applying for clinician educator and leadership roles in clinical, hospital or university settings
- Academic Roles – first step towards an academic career in clinical education.

# Career support from day one to graduation and beyond

**Career planning**

**From education to employment**

**Networking events**

# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## Tuition fees

### UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)

Part-time place, per year - £4,700

### International fees

Part-time place, per year - £10,700

Fees stated are for the 2026-27 academic year.

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support.

- You can pay your tuition fees in instalments.
- All or part of your tuition fees can be funded by external sponsorship.
- International applicants who accept an offer of a place will need to pay a tuition fee deposit.

If you're a UK national, or have settled status in the UK, you may be eligible to apply for a Postgraduate Loan worth up to £12,858 to help with course fees and living costs. **Learn more about paying for your studies**.

## Additional costs

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This could include buying a laptop, books, or stationery.

Find out more about the additional study costs that may apply to this course.

# Entry requirements

The qualifications and exam results you'll need to apply for this course.

### Postgraduate entry requirements

Applicants are required to hold a minimum 2.2 undergraduate degree or equivalent in a relevant discipline. Students may be from a diverse range of disciplinary backgrounds, including Density, Veterinary Science, Medicine or Allied Health Professionals.

Applicants will also need to evidence that they are involved within their workplace in the delivery of education or teaching in a health or clinical discipline. Some teaching delivery experience, e.g. (but not limited to) teaching in the presence of a patient, history taking and communication or examination skills to trainees within health disciplines, is important in order that students can reflect upon experiences and apply learning to practice.

### International qualifications

Select your country or region to view specific entry requirements.

Many countries have a different education system to that of the UK, meaning your qualifications may not meet our entry requirements. Completing your Foundation Certificate, such as that offered by the University of Liverpool International College, means you're guaranteed a place on your chosen course.

# English language requirements

You'll need to demonstrate competence in the use of English language, unless you're from a majority English speaking country.

We accept a variety of international language tests and country-specific qualifications.

International applicants who do not meet the minimum required standard of English language can complete one of our Pre-Sessional English courses to achieve the required level.

**IELTS**

6.5 overall, with no component below 5.5

**Duolingo English Test**

115 overall, with writing not less than 105, speaking and reading not less than 105, and listening not below 100

# Pre-sessional English

Do you need to complete a Pre-sessional English course to meet the English language requirements for this course?

The length of Pre-sessional English course you'll need to take depends on your current level of English language ability.

### Pre-sessional English in detail

If you don't meet our English language requirements, we can use your most recent IELTS score, or the equivalent score in selected other English language tests, to determine the length of Pre-sessional English course you require.

Use the table below to check the course length you're likely to require for your current English language ability and see whether the course is available on campus or online.

| Your most recent IELTS score | Pre-sessional English course length | On campus or online |
| --- | --- | --- |
| 6.0 overall, with no component below 5.5 | 6 weeks | On campus or online |
| 5.5 overall, with no more than one component at 5.0 | 10 weeks | On campus or online |
| 5.5 overall, with no component below 5.0 | 12 weeks | Online |

| Your most recent IELTS score | Pre-sessional English course length | On campus or online |
| --- | --- | --- |
| 5.0 overall, with no component below 5.0 | 20 weeks | On campus |
| 5.0 overall, with no component below 4.5 | 30 weeks | On campus |
| 4.5 overall, with no more than one component at 4.0 | 40 weeks | On campus |

If you've completed an alternative English language test to IELTS, we may be able to use this to assess your English language ability and determine the Pre-sessional English course length you require.

Please see our guide to Pre-sessional English entry requirements for IELTS 6.5 overall, with no component below 5.5, for further details.

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