



Institute of Education in AHS , The Netherlands

# **European Master of Education in Allied Health Sciences**

## Introduction

This document outlines the main features for the European Master of Education in allied health sciences. The initial partners are Escola Superior de Saúde do Alcoitão and the Catholic University of Lisbon<sup>1</sup> both from Portugal and Nexus from the Netherlands. Considering the rapid developments and growing complexity in both the allied health sciences as in education we believe there is a great need for a tailor made master program for professionals in this setting. The date the Master will start is September 2009.

This master aims to be an European platform which is consistent with the Tuning methodology.

Chapter one of this paper will describe the content of the master. Chapter two describes the organisation. In this phase of the development we would like to stress the conceptual status of this document.

## Award, positioning and workload

The program provides a Master of Science degree (MSc) in evidence based education for educators in allied health sciences.

This second cycle degree has an award of 90 ECTS (EU 2007<sup>2</sup>). Prior to this second cycle students need to have done a first cycle degree in allied health sciences with an award of 180-240 ECTS. This is, for example, equivalent to a bachelor degree in physiotherapy in most European countries. One credit is equivalent to 28 hours of workload which means that the program has an intensive two year part time study program. The master and the hours will be partly integrated in the daily job of the participants. Apart of this work related study students need to count on a workload of one day a week and 5 weeks full time being in an intensive program.

We invite readers to consider this document in a perspective in which professionals are constantly learning and improving their competences. The term student in this document can therefore also replaced by the term professional. We hope we can inspire you to join us in September 2009.

Nijmegen/ Estoril, April 2008

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<sup>1</sup> At the present time the university agreed to join in this Master, the formalities need to be done yet.

<sup>2</sup> The descriptor for the second cycle in the framework of qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 7.

## CHAPTER 2 - CONTENT OF THE MASTER-

### **Background and frame of reference**

The education in the health sciences are faced with several challenges which influence each other reciprocally. As a health care professional who is involved in education this means the need to develop, beside the original profession, specific competences.

A specific competence in this field can be defined as *an integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various educational contexts (Merriënboer 2006)*. For education these specific competences are derived from the educational sciences and are classified in two closely linked fields; teacher sciences and educational sciences (ISCED 1997).

Beside this body of knowledge the integrative character with the work context and the person is considered to be of importance. In other words you are an expert on content but also an expert in education. A second cycle curriculum for a professional in higher education should integrate all these aspects.

In the following paragraphs the developments are showed from different perspectives in education.

### **Growing complexity as an expert on content knowledge**

The 'body of knowledge' of the professions in healthcare is quickly developing from opinion based towards evidence based. Professions are forced to rethink their paradigms. In consequence there is an incorporation of a broader notion of what can influence the health situation of a human or humanity in a whole. It demands the use of a wider range of references; for example the focus on contextual, psychological and social factors or the focus on disability and participation rather than on impairments (ICF 2003).

These frames of references and the knowledge of best evidence in the individual professions are growing exponentially, are changing rapidly and are more and more connected and mingled with each other. Meanwhile the fast amounts of available knowledge need to be effective in the given situation. Professionals should be able to judiciously weight the sources of evidence and, for as far it is possible, to make their reasoning explicit for purposes of education and quality management. This puts a great pressure on the professional to be an efficient ever improving knowledge manager. For education it is a necessity to show this knowledge management. Teachers need to be experts but also able to consider themselves as just one source of evidence in a learning process. These propositions make learning a process which is predominantly student-centred and not teacher or expert centred.

### **Changing demands on the personal competences of the teacher**

In a student-centred orientation, the student must participate actively in the learning process and teachers have to take the students perspective into account. Teachers, who conceive of teaching as transmitting information to students, approach their teaching as an authoritative teacher-focused matter. Teachers who regard learning as developing and changing students' conceptions, conceive of teaching in terms of helping students to develop and change their conceptions, and approach their teaching in a student-centred way (Trigwell 1996).

The focus on the teachers personal competences is one of the most important criteria for the effectiveness of teaching. What is, for example the identity of the teacher, what beliefs does the teacher have about teaching and the teachers' involvement in learning? Is the teacher empathic and able to regulate frustration and inpatients of students (Tigelaar 2004)? Beside the personality the teacher need to have extensive skills in managing learning processes in individuals but also in groups.

### **Changes in education**

Higher education is since decennia struggling with the question how to teach students and professionals from novice to expert. Classic models of education were left on grounds of evidence in learning psychology and/or efficiency. Efficiency in both an economic perspective as in the inability of the classic learning model to cope with the above described tendency. New models were implemented quickly with various success and evidence. The goals of these initiatives are largely similar.

Education needs to focus on a life long learning professional. It needs to emphasize the meta cognitive competences and the self-sufficiency of the student. This development demands a professional in education which is orientated towards competences and not only to the learning outcome (EU 2006).

To be able to accomplish a competence based approach, the professional needs to be competent in creating and organising educational content and structure to facilitate learning processes towards a life long learning.

Meanwhile the same demands for evidence based practice, as given to the professionals in health care, are given towards the providers of education, providing an evidence based education. This raises the question if our education is continually evidence based in both its process and in the content.

Beside these developments Europe is more and more evolving towards a more uniform educational system (Bologna). Main goals in this process are mobility and to establish a stronger position in education and research worldwide. This uniformation is known as the 'tuning process' and a specific methodology is given (EU 2007).

## Professional context and the roletaking of the master in education

The master aims for professionals in higher education in allied health sciences throughout Europe, both in academic as in post-academic learning environments.

The master is also suitable for allied health care professionals (AHCP) in big institutions, like academic hospitals, with a proportional and distinctive role in education for their institute. The students need to work in the given context to be able to conduct this master in a satisfactory way. The roles of the master are shown in the following box.

### Roles of the Master in Education

- In the role of *expert in managing knowledge* he is able to develop knowledge and understanding towards evidence based practice and a body of knowledge of the specific profession.
- In the role of *manager and leader in education* he is able to develop and execute policy for the improvement of educational programs and the essential pre-conditions. He looks after the interest of the involved actors. He can make transparent and adequate decisions. He can administrate educational programs.
- In the role of *educational professional* he follows the scientific developments in the fields of educational sciences and teacher sciences and other relevant resources. He is able to foresee new educational needs and demands. He translates this into a policy directed towards evidence based education (EBE)
- In the role of *teacher and counsellor* he is able to facilitate the learning process of students placing them in the centre of his teaching. He passes on important knowledge, skills and attitudes from the profession. As a person the teacher shows respect for students and colleagues, has a positive inspiring attitude, is skilled in communication and shows perseverance.
- In the role of *developer* he places students in the centre when designing activating and meaningful educational material. He is capable to develop education which is evidence based both in content as in structure and process. With the educational material he stimulates self directed and continuous learning.
- In the role of *evaluator* he is able to assess student and education criteria based and from a more intersubjective perspective. He is able to interpret this information and use it in a systematic way in quality management; in the learning process of the student or in the improvement of the education.
- In the role of *researcher* he is capable of conducting publishable scientific research in one the different fields of education.

## The Competences

The competences of the Master in education need to be formulated in more specific terms. The European workinggroup formulated and validated a competence profile for educational sciences. The Master will comply with these subject specific competences. On the next page these competences are given.

### Subject-specific competences in educational sciences

- 1 Ability to analyse educational concepts, theories and issues of policy in a systematic way
- 2 Ability to identify potential connections between aspects of subject knowledge and their application in educational policies and contexts
- 3 Ability to reflect on one's own value system.
- 4 Ability to question concepts and theories encountered in education studies
- 5 Ability to recognise the diversity of learners and the complexities of the learning process
- 6 Awareness of the different contexts in which learning can take place
- 7 Awareness of the different roles of participants in the learning process
- 8 Understanding of the structures and purposes of educational systems
- 9 Ability to do educational research in different contexts
- 10 Counselling skills
- 11 Ability to manage projects for school improvement/development
- 12 Ability to manage educational programmes
- 13 Ability to evaluate educational programmes/materials
- 14 Ability to foresee new educational needs and demands
- 15 Ability to lead or coordinate multidisciplinary educational team

### Subject-specific competences in teacher sciences

- 1 Commitment to learners' progress and achievement
- 2 Competence in a number of teaching/learning strategies
- 3 Competence in counselling learners and parents
- 4 Knowledge of the subject to be taught
- 5 Ability to communicate effectively with groups and individuals
- 6 Ability to create a climate conducive to learning
- 7 Ability to make use of e-learning and to integrate it into the learning environments
- 8 Ability to manage time effectively
- 9 Ability to reflect upon and evaluate one's own performance
- 10 Awareness of the need for continuous professional development
- 11 Ability to assess the outcomes of learning and learners' achievements
- 12 Competence in collaborative problem solving
- 13 Ability to respond to the diverse needs of learners
- 14 Ability to improve the teaching/learning environment
- 15 Ability to adjust the curriculum to a specific educational context

Source: European working group education:

<http://www.tuning.unideusto.org/tuningeu/index.php?option=content&task=view&id=188&Itemid=216>

## Educational Areas

The program contains **90 credits** and is divided in four subject areas. In the diagram is shown how the credits are allocated. In the table there is a brief overview of the subjects covered in the curriculum.

The master offers a program in which the student develops the ability to be an expert and have the ability to lead in the following areas:

### **1. Managing content knowledge in the specific field of interest.**

In this area students learn what knowledge is and how it can be build up towards an individual life long learning and a professional body of knowledge. Students learn what criteria are demanded of professional knowledge and how to manage overwhelming sources of information in a goal orientated way.

### **2. Leadership and management of education.**

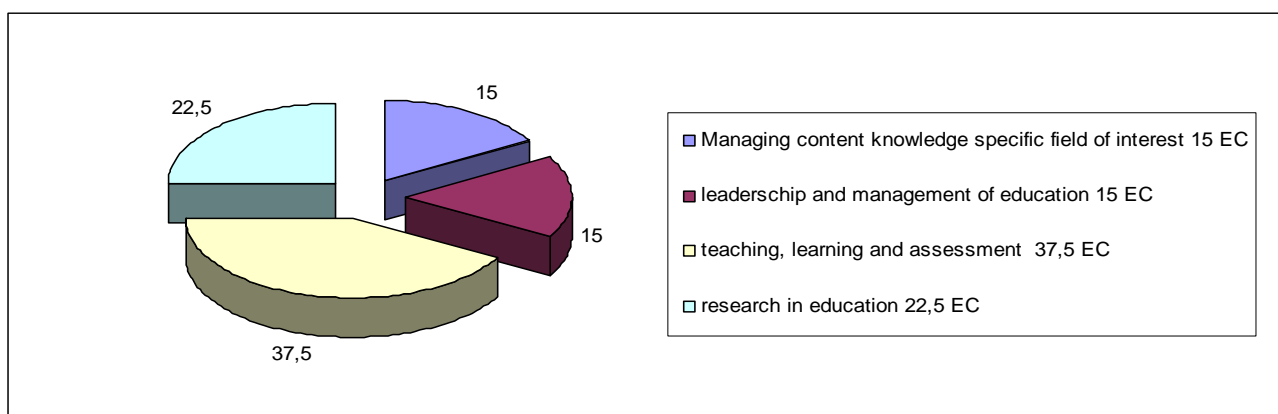
In this area students learn concepts and skills needed to take a leading and managerial role. In this area students learn to recognize the different interest of the involved actors, and to argue and be decisive in given dilemmas.

### **3. Teaching, learning and assessment (TLA).**

In this area students concentrate on what learning is and how they can facilitate a learning process as teachers and creators of education.

### **4. Research in education.**

In this area students learn the basics of scientific research and conduct scientific research in the given educational context.



Within these areas the curriculum can be formulated in subjects. The subjects will be distinctively recognizable but always integrated in professional tasks. On the next page there will be a schematic overview of the different subjects.

**Curriculum Master of Education in Allied Health Sciences (90 ECTS)**

**Managing content knowledge**

- Epistemology
- Science philosophy
- Knowledge productivity in education and in health professions
- Evidence based practice
- Decisionmaking
- Professional development and life long learning
- Building a 'body of knowledge'
- Externalising knowledge

**Teaching, learning and assessment**

*Educational sciences*

- Learning theory
- Learning psychology
- Educational concepts
- Developing:
  - Competences
  - Curriculum framework and content
  - Assessment framework and content
  - Evaluation framework and content
- Evaluation methodology and statistics
- E-learning

*Teaching sciences*

- Counselling
- Learning environments
- Teaching/ learning strategies
- Teaching skills

**Leadership and management of education**

- Administration
  - Foreseeing educational needs and demands, formulating strategy
  - Management of projects and (part of) programs
  - Implementation management
  - Development of learning network
  - Quality management
- Human resource development

**Research in Education**

- Methodology and statistics
- Thesis

## Content in courses

In the following schedule we will give the courses, they are named and allocated towards their study year, educational areas and the given subjects. This results in two years of 45 EC. The courses have a workload from respectively 2,5 EC (70 hours of student load), 5 EC (140 hours of student load) or 7,5 EC (which makes up for 210 hours of student load). The thesis cumulates in two years towards 22,5 EC which adds up to 330 hours of student load.

Study year	course	ECTS	Allocation in area, subjects and credits
1	Methodology and statistics 1	5	MCL (2,5 EC), <ul style="list-style-type: none"> <li>• Science philosophy,</li> <li>• evidence based practice,</li> </ul> RiE (2,5 EC), <ul style="list-style-type: none"> <li>• methodology and statistics</li> <li>• thesis.</li> </ul>
1	(Back)grounds in learning	5	TLA <ul style="list-style-type: none"> <li>• Learning theory</li> <li>• Learning psychology</li> </ul>
1	Educational concepts	5	TLA Educational concepts
1	Educational development 1	2,5	TLA Educational development
1	Teaching 1	5	TLA <ul style="list-style-type: none"> <li>• Teaching/ learning strategies</li> <li>• Teaching skills</li> </ul>
1	Evidence based practice 1	2,5	MCL <ul style="list-style-type: none"> <li>• Evidence based practice</li> <li>• Decisionmaking</li> </ul>
2	HRD	2,5	LME Human resources development
3	Policy and	5	LME

	Administration		<ul style="list-style-type: none"> <li>Administration</li> <li>Foreseeing educational needs and demands, formulating strategy</li> <li>Management of projects and (part of) programs</li> </ul>
1	Learning environments	5	<p>TLA</p> <ul style="list-style-type: none"> <li>Elearning</li> <li>Learning environments</li> </ul>
2	Methodology and statistics 2	5	<p>TLA (2,5)</p> <ul style="list-style-type: none"> <li>Evaluation methodology and assessment</li> </ul> <p>RiE (2,5),</p> <ul style="list-style-type: none"> <li>methodology and statistics</li> <li>thesis.</li> </ul>
2	Teaching 2	5	<p>TLA</p> <ul style="list-style-type: none"> <li>Teaching/ learning strategies</li> <li>Teaching skills</li> </ul>
2	Counselling	5	<p>TLA</p> <p>Counselling</p>
2	Evidence based practice 2	2,5	<p>MCL</p> <ul style="list-style-type: none"> <li>Evidence based practice</li> <li>Decisionmaking</li> </ul>
2	Professional development	2,5	<p>MCL</p> <p>Professional learning and life long learning</p>
2	Knowledge management	5	<p>MCL</p> <ul style="list-style-type: none"> <li>Epistemology</li> <li>Knowledge productivity</li> <li>Externalising knowledge</li> <li>Building body of knowledge</li> </ul>

2	Working on Quality	5	LME Implementation management
The following courses are planned by the student self during the program.			
1/2	Thesis (in total over three years 22,5 EC)	17,5	RiE Thesis
1/2	Educational development 2	5	TLA (2,5 EC) Educational development LME (2,5 EC) Development of learning network

### Assessment

The level of competence will be assessed by means of relevant professional products. Important parts of the assessments will be assignments in the own working environment. The assessments will be a mix of;

- portfolio with a personal development plan with a description of the learning process and systematic collected evidence of products,
- performance assessments in presentation,
- knowledge assessments,
- case studies.

### Flexibility and earlier accomplished competences

The program is focused on the integration of the daily work and study. Assignments will be grounded in the environment of daily work. There will be a formal procedure to validate earlier accomplished competences.

## CHAPTER 2 - ORGANISATION OF THE MASTER-

### Start of the Master

September 2009

### Application for the master

The target group is professionals in allied health sciences which are substantially involved in education. Application starts in the spring of 2009. The requirements are:

- finished a first circle degree in allied health sciences,
- work 18 hours per week in an educational environment,
- Proficient in the English language.

### Host Institution

- Escola Superior de Saúde do Alcoitão - Portugal

### Regularity and length

Total length will be two years with a study load of two days a week.

Total of 496 hours of direct teacher contact

- 1st year, 5 weeks – every 10 weeks during 6 days (240 hours - contact)
- 2nd year, 5 weeks – every 10 weeks during 6 days (240 hours - contact)
- The last week will be an extra two days of assessments (16 hours)

All weeks are in Portugal except one week in the second year and one week in the third year. These weeks will be held in other countries, like England and The Netherlands for purposes of internationalisation.

### Fees

The total fee for the master will be € 3200,- per year<sup>3</sup>.

### Costs for travelling and stay

We are looking for a budget place to stay cut a deal with the hotel. We think you should count for € 25 per night including breakfast. Tickets will be subject to possibilities, the most expensive ones will be around € 250,-. You need to take the train from the airport and to eat. So a very rough and save estimation of costs per week will be around € 500 to 600,- .

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<sup>3</sup> This is estimation and the maximum price including subscription.