

## University of Cambridge: Programme Specifications

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### POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION

1	<b>Awarding body</b>	University of Cambridge
2	<b>Teaching institution</b>	University of Cambridge Institute of Continuing Education*
3	<b>Accreditation details</b>	None
4	<b>Name of final award</b>	Postgraduate Certificate in Medical Education
5	<b>Programme title</b>	Medical Education
6	<b>UCAS code</b>	N/A
7	<b>JACS code(s)</b>	X160
8	<b>Relevant QAA benchmark statement(s)</b>	None
9	<b>Qualifications framework level</b>	FHEQ Level 7
10	<b>Date specification produced/ last revised</b>	February 2012
11	<b>Date specification last reviewed</b>	July 2013

\*Cognate Faculty endorsement provided by: School of Clinical Medicine

### Introduction

All doctors have a professional obligation to contribute to the education and training of other doctors, medical students and other professionals allied to medicine working in the healthcare team (General Medical Council 1999). Doctors need to be prepared to oversee the work of less experienced colleagues and students.

Teaching skills are not innate and at present are not part of the undergraduate medical curriculum or indeed many postgraduate programmes. This means that doctors and other professionals allied to medicine that have special responsibilities to teach need to take steps to ensure that they develop and maintain the skills that are required to fulfil this role. Doctors also have a responsibility to assess and appraise their colleagues and need to be able to both objective and honest when doing so.

The General Medical Council (GMC) defines the professional attributes of the doctor with responsibilities for clinical training and educational supervision, which include the following (GMC 2009):

- A personal commitment to teaching and learning
- Sensitivity and responsiveness to the educational needs of students and junior doctors
- The capacity to promote development of the required professional values and attitudes
- An understanding of the principles of education as applied to medicine
- An understanding of research method
- Practical teaching skills
- A willingness to develop as a doctor and as a teacher
- A commitment to audit and peer review of his/her teaching
- An ability to use formative assessment to the benefit of the student or trainee

- The ability to carry out formal appraisal of the medical student progress /performance of the trainee practising as a doctor

This programme builds on expertise and experience to allow those involved in teaching Cambridge undergraduates (and those from outside the region) to develop their knowledge and understanding and to develop as teachers in medicine.

### **Aims of the Programme**

The programme aims to:

1. Contribute to the commitment of The School of Clinical Medicine and the Faculty of Biology to the continuing professional development of staff in an integrated clinical and teaching environment.
2. Develop and create a cohort of doctors and other professions allied to medicine who will pursue and develop their roles as teachers in the field of medical education.
3. Contribute to the commitment of the School of Clinical Medicine and the Faculty of Biology to the continuing professional development of clinical and preclinical teachers involved in undergraduate and postgraduate medical education.
4. Expand the number of staff within the faculties who have specialist skills in teaching within the University and can demonstrate the University's commitment to meeting the standards of doctors and other allied professionals and to maintaining these at the highest level.
5. Develop a postgraduate programme that will be open to medical educators (both medical and professionals allied to medicine) of undergraduate students as well as postgraduate tutors and supervisors within the East of England and further afield. It will also aim to stimulate more inter-professional education.

### **Learning outcomes**

Students who complete this programme successfully will have gained the skills and knowledge defined by The Higher Education Academy and The General Medical Council (and as adapted by The Academy of Medical Educators).

The Academy of Medical Educators guidance divides the skills and knowledge into a framework of seven themes. The proposed programme is designed to ensure that students (medical educators) are aware of these and for each one acquire the knowledge, skills and practice that underpin each of the seven framework areas as follows:

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development
7. Continuing professional development as an educator

Students will acquire through the course a basic grounding in each of these areas, which will be backed up by referral to the evidence base available in medical educational literature. The teaching will also be experiential and is designed to expose the students to not just theory but demonstration as to how it can be used. The students will also be required to maintain an educational log in electronic form where they can reflect on what they have learned as well as reflect on how they put this into practice. The Postgraduate Certificate has an important formative element of reflection, peer review.

By the end of the course the students should be able to demonstrate understanding of:

**Knowledge and understanding underpinning teaching**

- The formal approaches to teaching and learning
- The essential features of real, simulated and virtual learning environments (VLEs)
- The relationship between assessment, learning and teaching
- The importance of the effective use of learning resources

**Practical skills relating to teaching in medical settings**

- The principles of teaching with real patients
- The importance of planning for teaching in clinical setting
- Methods for involving all students in a teaching session
- The importance of understanding the need to be able to engage students at different stages and abilities
- The importance of the brief debrief and the concept of one minute preceptor model
- The need to set clearly defined learning objectives
- The principles of Bloom's taxonomy
- An appreciation that teaching less is more
- The role of effective lecturing /encouraging active learning
- The need to appreciate the need to match teacher and learner expectations
- The effective use of educational resources
- The effective use of audio and visual aids
- Handouts and VLE materials

**Skills related to teaching students**

- The importance of assessing learning needs
- How to develop an awareness of the students stage of self-direction
- How to make effective use of questions
- How to manage groups and enable group interaction
- How to use materials to promote critical thinking
- How to ensure that teaching is relevant to practice (clinical or scientific)
- The importance of being an effective tutor
- Ensuring that all students are engaged during teaching of examination skills within group setting
- The importance of professionalism and role modelling in small group teaching
- The four step approach to teaching skills
- The role of materials on the VLE to support teaching of practical skills
- The role of simulated patients in teaching practical skills and communication skills
- The role of the simulator in teaching students practical skills
- The role of the practical skills team in hospitals in teaching

## **Skills required in assessment of students and also evaluation of teaching**

- The role of feedback and its importance in clinical education
- The educational theory underpinning feedback
- The distinction between validity and reliability
- The feedback and learning process
- Methods available to give effective feedback and their advantages and disadvantages
- Some of the barriers to giving effective feedback
- The use of Informal and formal feedback
- The principles of the written assessment
- The importance of ensuring that assessment fits with teaching
- The importance of using regular evaluation to assess the effectiveness of teaching
- The role of the learning cycle and reflection on improving the effectiveness of teaching
- The use of reflection on the students' own experience in developing their teaching skills
- The role of different methods of written assessment that are available for use in undergraduate examinations
- The importance of any assessment matching the learning process

## **Teaching and learning methods**

Teaching methods will include a combination of interactive seminars, large and small group work with emphasis on reflection of not only the content of what is being taught but also the process by which it is taught. Students will also be required to reflect on their own experience as learners as part of the group and in a reflective online blog.

Teaching sessions will introduce concepts, conceptual frameworks and theory relating to the topics being covered and there will be online material to complement each session to allow students to follow these in greater depth after the formal face-to-face sessions. There will also be reflective online components and resources, which form part of the teaching material. The reflective component will themselves be designed to be interactive to encourage feedback from students and course tutors.

Periods of self-directed study and reading between face-to-face sessions will be required and preparation for forthcoming sessions. This will be enhanced through the programme's Virtual learning Environment (VLE).

## **Programme entry requirements**

Applications are invited from Doctors who have completed their foundation 1 year of postgraduate training up to Consultant level and from primary, secondary and tertiary care and from other professions allied to medicine that are involved in teaching students at undergraduate and postgraduate levels. It is requirement that students should have had at least one year of experience as a teacher prior to starting the course.

Eligible employees within the NHS within the East of England will be encouraged to apply especially where they have a role in training and appraising health-care professionals who are learning whilst working. The programme will recognise the experience of those who have successfully gain Fellowship of the HEA, by dispensing with the need to attend the initial two days of introductory sessions (Module 1).

Applicants to the programme will be expected to demonstrate proficiency in the English language; students whose first language is not English must be able to satisfy the current

English Language Competence requirements of the University's Board of Graduate Studies in the year in which they apply for admission to the course.

### Assessment methods

Students will be assessed formatively throughout the three modules of the programme using a variety of techniques and interrelated strategies including evidence of regular reflection in their online reflective diary/blogs, demonstration of active participation in the programme will also be required. There will also be a requirement for the students to take part in peer review of other students both as the observer and as the learner and then to provide a written reflection on that process.

In summary, formative assessment will have four main components:

- Evidence of active participation including online reflective element
- Participation in peer-review process with evidence of this process
- A written reflection on this review of their teaching and that of their peers.

And each module will conclude with a summative assessment in the form of:

- A written assignment of a maximum of 4000 words.

Students must be able to demonstrate that they have covered all of the areas outlined in the UKPSF and AoME descriptors.

Assessors and examiners will be appointed following standard procedures and assessment of the summative elements will follow the standard graduate-level procedures, with double marking and (moderating) external examination.

### Programme structure:

The Postgraduate Certificate is a one-year part-time M-level programmes resulting in 60 FHEQ level-7 credits and the University of Cambridge award. There are three equally weighted modules with significant additional between-module reflection, study and assignment work.

The modules are structured as follows:

#### Michaelmas Term-

##### Module 1: Core skills in medical education

Topics to include	AoME agenda
Basic theory in medical education Principles of teaching with patients	Ensuring safe and effective patient care through training Establishing a safe and supportive learning environment
Applying core skills when teaching in clinical settings	Teaching and facilitating learning
Applying core skills when working with small groups	Teaching and facilitating learning
Applying core skills to learner's individual roles as educators. Special groups to include, e.g.: GP registrars, hospital supervisors etc.	Ensuring safe and effective patient care through training
<b>4000-word assignment</b>	<b>Summative assessment:</b>

**Lent Term-**  
**Module 2: Applying teaching skills**

Topics to include	AoME agenda
Teaching clinical reasoning Teaching effective consulting Teaching clinical examination	Ensuring safe and effective patient care through training
Applying principles of teaching to teaching a practical skill	Teaching and facilitating learning
Applying core skills when working with larger groups	Teaching and facilitating learning
Applying skills to learner's individual roles as educators. Special groups to include, e.g.: GP registrars, hospital supervisors etc.	Ensuring safe and effective patient care through training
<b>4000-word assignment</b>	<b>Summative assessment:</b>

**Easter Term-**  
**Module 3: The role of assessment**

Topics to include	AoME agenda
Principles of assessment Work-based assessment Assessing trainees in the work place Principles of feedback Appraisal	Enhancing learning through assessment, feedback and appraisal
Observing teaching Being an observer of teaching episode Giving feedback in practice	Enhancing learning through assessment, feedback and appraisal
Reflection on peer review process Reflection on giving feedback	Enhancing learning through assessment, feedback and appraisal
Evaluating teaching Reflection on the course	Evaluating teaching and reflective learning
<b>4000-word assignment</b>	<b>Summative assessment:</b>

## **Employability**

The majority of students will already be in full or part-time clinical employment. The majority will continue in this employment but may increase their commitment to teaching allowing them to develop as Tutors, Directors of Clinical Studies and as members of Educational Deaneries at undergraduate and postgraduate level.

## **Managing Teaching Quality and Standards**

The teaching quality and standards will be monitored by the programme advisory committee who are members of the faculty at the School of Clinical Medicine and ICE members as agreed by the educational committee.

The HEA and the Academy of Medical Educators provide the basic standards for the course and assessments.

## **Student Support**

Advice to students is available both before and after they have registered for course from the course director or administrative staff assigned to the programme. All students are provided at the start of the course with the ICE student handbook.