

## Programme Specifications

### POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION

<b>1</b>	<b>Awarding body</b>	University of Cambridge
<b>2</b>	<b>Teaching institution</b>	University of Cambridge Institute of Continuing Education *
<b>3</b>	<b>Accreditation details</b>	None
<b>4</b>	<b>Name of final award</b>	Postgraduate Certificate in Medical Education
<b>5</b>	<b>Programme title</b>	As above
<b>6</b>	<b>UCAS code</b>	N/A
<b>7</b>	<b>JACS code(s)</b>	X160
<b>8</b>	<b>Relevant QAA benchmark statement(s)</b>	None
<b>9</b>	<b>Qualifications framework level</b>	FHEQ Level 7
<b>10</b>	<b>Date specification produced/last revised</b>	February 2014
<b>11</b>	<b>Date specification last reviewed</b>	July 2014

\*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 be 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.

**Programme structure:**

The Postgraduate Certificate is a one-year part-time M-level programme resulting in 60 FHEQ level-7 credits and the University of Cambridge award. There are three 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>4500 to 5500 word assignment</b>	<b>Summative assessment: Written assignment</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 Ensuring safe and effective patient care through training
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>Assignment</b>	<b>Mandatory but formative assignment in preparation for final assignment</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	Enhancing learning through assessment, feedback and appraisal

Principles of feedback 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>4500-5500 word assignment</b>	<b>Summative assessment: Written assignment</b>

### **Educational 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 professionals 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 pre-clinical 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.

Domain Based on AoME professional standards 2012	Intended Learning Outcomes: By the end of the course you should be able to	Assessment All assignments are mandatory
<b>EDUCATIONAL RESEARCH AND EVIDENCE-BASED PRACTICE</b>	<ul style="list-style-type: none"> <li>Write a literature review of key texts describing theoretical models relating to medical education</li> <li>Critically appraise and reflect on the effects of educational theory and how it applies to your role as medical educators</li> </ul>	<b>Term 1</b>  Write a literature review demonstrating an understanding of key educational theories discussed on the course in terms of how they relate to your current/future work as a medical educator.
<b>EDUCATIONAL MANAGEMENT AND LEADERSHIP</b>	<ul style="list-style-type: none"> <li>Use appropriate theoretical educational models in your own practice as a teacher in health care settings</li> <li>Explain the role of statutory bodies and the regulation of medical educators</li> <li>Apply quality assurance strategies in your role as a medical educator</li> <li>Reflect on your contribution to the development of other people involved in the education of health care professionals within your local team, faculty or department</li> </ul>	<b>Term 2</b>  Choose one of the theories from the first assignment that is of particular interest to you.  Produce an in-depth analysis and critique of the theory (including comparison with others where relevant) and show how it can be incorporated into the planning of an intervention such as a teaching episode/action intervention or research proposal.  This assignment is not assessed but feedback will support your Term 3 assignment.

<b>Domain</b> Based on AoME professional standards 2012	<b>Intended Learning Outcomes:</b> By the end of the course you should be able to	<b>Assessment</b> All assignments are mandatory
<b>DESIGN AND PLANNING OF LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▪ Plan and deliver teaching using a range of appropriate methods, concepts and resources</li> <li>▪ Consider the needs of your learners in planning and delivery of teaching and assessment</li> <li>▪ Create and evaluate intended learning outcomes for effective teaching and learning</li> <li>▪ Respond to feedback, peer review and evaluation of your role as a medical educator</li> </ul>	<b>Terms 1, 2 and 3</b> <p>Throughout the course you should keep reflective logs, evidencing your development as a learner on the course and as a teacher.</p> <p>Your log entries can take any format but key entries should be uploaded onto the VLE ready for discussion with tutors at two meetings, one in Term 1 and one in Term 2. All log entries should be available for review by members of the course team.</p> <p>Your journal entries are not marked but will provide material for your Term 3 assignment.</p>
<b>TEACHING AND SUPPORTING LEARNERS</b>	<ul style="list-style-type: none"> <li>▪ Use students' feedback and evaluation of your teaching to develop your teaching</li> <li>▪ Demonstrate the effective use of experiential learning when delivering teaching</li> <li>▪ Facilitate your students' use and understanding of reflective practice</li> <li>▪ Use reflective practice as a professional, as a student on the course and as a medical educators</li> </ul>	<b>Terms 1, 2 and 3</b> <p>Reflective logs (see above)</p>

Domain	Intended Learning Outcomes:	Assessment
<p>Based on AoME professional standards 2012</p> <p><b>EVALUATION OF TEACHING ASSESSMENT AND FEEDBACK TO LEARNERS</b></p>	<p>By the end of the course you should be able to</p> <ul style="list-style-type: none"> <li>▪ Design, evaluate and enhance appropriate assessment of learning, aligned with intended learning outcomes</li> <li>▪ Consider the merits of different types and methods of assessment and how they apply to different situations and learners</li> <li>▪ Give effective feedback on learning using appropriate methods for the situation and type of learning</li> <li>▪ Participants should demonstrate how they have considered the resources, methods and learning experiences that they provide to meet their intended learning outcomes and the stage of their learners</li> <li>▪ Combine personal, student and peer feedback to evaluate the effectiveness of your teaching, and plan for enhancement</li> </ul>	<p>All assignments are mandatory</p> <p><b>Term 3</b></p> <p>Using your reflective logs and comments, identify a selection of teaching episodes which provide evidence of planning, delivery and assessment of learning, and that show how you have developed over the duration of the course.</p> <p>Write a reflective essay showing how you have considered particular theories in your planning, delivery and reflection. Demonstrate how you gave effective and appropriate feedback, and how you have used student and peer feedback to consider your practice, and enhance it.</p>

### **Teaching 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 components 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).

### **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 (but mandatory) assessment consists of providing material uploaded to the ICE VLE, which demonstrates:***

- Evidence of active participation in the course including an online reflective component
- Participation in peer-review process with evidence of this process
- A written teaching plan or action proposal at the end of Lent term, which demonstrates evidence of deeper investigation of one or two educational concepts and a plan for implementation of these in a teaching plan or action proposal.

***A summative assessment in the form of:***

- Two written assignments one at the end of Michaelmas term which is a literature review relating to the evidence and theoretical models applied to medical education and another at the conclusion of the course where the participants reflect on the application of theory, its effects on their teaching and their development as medical educators.

Students must be able to demonstrate that they have covered all of the areas outlined in the 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 (moderating) external examination.

### **Entry and/or progression 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 a 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.

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.

### **Student Support**

Academic advice to students taking ICE courses is available both before and after they have registered for a course: first, from the appropriate member of the academic staff and, once the course has begun, also from their course director and/or course tutor. Communication channels with academic staff and with fellow students are provided by the ICE virtual learning environment, which also holds generic and subject specific learning resources. Students have borrowing rights in the University Library and can access the library's online resources. On request they may have a letter of introduction for university or college libraries for the area in which they live.

Administrative enquiries are dealt with by Academic Programme Managers.

All students are provided at the start of a course with the ICE *Student Handbook*.

### **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.

### **Management of 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.

### **Quality indicators**

The teaching quality and standards of the programme will be monitored throughout by the appropriate member of academic staff, who will report annually to the moderation panel, consisting of the internal assessor, internal examiner, external moderator and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: [www.admin.cam.ac.uk/univ/camdata/archive.html](http://www.admin.cam.ac.uk/univ/camdata/archive.html)