

## Programme Specification 2018-19

### POSTGRADUATE DIPLOMA IN MEDICAL EDUCATION

|                                            |                                                             |
|--------------------------------------------|-------------------------------------------------------------|
| <b>Awarding body</b>                       | University of Cambridge                                     |
| <b>Teaching institution</b>                | University of Cambridge, Institute of Continuing Education* |
| <b>Accreditation details</b>               | None                                                        |
| <b>Name of final award</b>                 | Postgraduate Diploma in Medical Education                   |
| <b>Programme title</b>                     | Postgraduate Diploma in Medical Education                   |
| <b>UCAS code</b>                           | N/A                                                         |
| <b>HECoS code(s)</b>                       | 100459 (education studies)                                  |
| <b>Relevant QAA benchmark statement(s)</b> | None                                                        |
| <b>Qualifications framework level</b>      | FHEQ Level 7                                                |
| <b>Date specification produced</b>         | October 2018                                                |

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

The Postgraduate Diploma in Medical Education is part of the Institute of Continuing Education's award-bearing programme at FHEQ level 7, offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

The '*professionalisation*' of medical education means that all doctors are expected to develop skills as educators and trainers. This is already reflected in GMC professional standards<sup>1</sup> (aligned to the Academy of Medical Educator Professional Standards<sup>2</sup>) and, for those working in University settings, the increased emphasis on fellowship of the HEA at the appropriate level<sup>3</sup>. Until recently, these standards have been promoted for the Consultant and GP workforce, particularly those with educational roles and responsibilities. A new Generic Professional Capabilities Framework, launched by the GMC in 2017, extends educator development into training programmes of all specialties: it has to be integrated into all specialty training curriculum by 2020<sup>4</sup>. The design of the Postgraduate Diploma reflects the increasing emphasis placed on educational and educational leadership roles.

<sup>1</sup> GMC (2016) Promoting Excellence. Standards for Education and Training. Accessed at: <http://www.gmc-uk.org/education/standards.asp>

<sup>2</sup> AoME Professional Standards. Accessed at: <http://www.medicaleducators.org/Professional-Standards>

<sup>3</sup> Higher Education Academy information about fellowship. Accessed at:

<https://www.heacademy.ac.uk/individuals/fellowship/fellow>

<sup>4</sup> GMC (2017) Generic Professional Capabilities Framework. Accessed at: [http://www.gmc-uk.org/Generic\\_professional\\_capabilities\\_framework\\_0517.pdf\\_70417127.pdf](http://www.gmc-uk.org/Generic_professional_capabilities_framework_0517.pdf_70417127.pdf)

Increasingly, doctors, dentists and other healthcare professionals, are seeking flexible career pathways that allow them to develop a portfolio work in areas of specialty or interest—education being one of these. As a consequence, there has been rapidly growing cohort of clinicians engaging in masters-level study in medical education. The success of the existing PgCert in Medical Education, based at the Institute of Continuing Education is an example of this. The PgDip will offer a natural progression to this award, for those wishing to extend their professional knowledge and develop their educational practices further.

The focus of the PgCert is firmly upon the day to day activity of clinical teachers: the PgDip will extend this to the role of educational leaders. The PgDip will offer opportunities to extend expertise in curriculum design, assessment practices, faculty development and educational supervision (i.e. longitudinal roles that include mentoring, supervision and appraisal of doctors in training and medical students). This will build upon and strengthen the strong appreciation of the ways learning is supported in clinical environments that arises from the PGCert.

### **Educational aims**

The programme aims to develop individuals able to adopt an informed and critically reflective stance to their own and others practice as medical educators and leaders.

This will include

- consideration of strategies to create and sustain safe working and learning environments, including supporting and developing faculty to deliver high quality education and training.
- the features of high quality formative and summative assessment practices and how these are used to assess performance and support the development of students and trainees (including differentiation of performance and supporting trainees who are failing to progress)
- a focus on curriculum and course design at two levels i.e. firstly, to enable an informed critique of adopted curriculum, their limits and potentials and secondly to familiarise participants with core curriculum design skills

### **Learning outcomes**

On successful completion of the Postgraduate Diploma, graduates will

1. Evidence a critical appreciation of the ways in which clinical learning and practice are conceptualised and how this is reflected in curriculum design and implementation decisions, including assessment strategies
2. Demonstrate learner and patient-centred approaches to clinical education, training and assessment, that are appropriately aligned to relevant professional curricula and standards
3. Purposefully draw upon a range of educational theories and concepts, as a basis for analysing and enhancing approaches to clinical education and training
4. Propose novel approaches to the development of their own and/or others educational practice, in the response to changing circumstances and/or needs

### **Programme structure**

The Postgraduate Diploma is open to those who have successfully completed the PgCert in Medical Education (or recognised equivalent), offering a further 60-credits of learning at FHEQ Level 7. i.e. a total of 120 credits forming the postgraduate diploma. The programme is structured around three integrated 20-credit modules offered part-time over one academic year. The programme involves eight face to face study days and supported on-line learning.

The programme has been designed to align to relevant professional standards and frameworks, with emphasis on those put forward by the General Medical Council in *Promoting Excellence: Standards for Medical Educators* (GMC 2016). This framework (see diagram below) articulates ten standards organised across five themes. The course is designed to build upon and extend learning from the PgCert, so that those completing the PGDip are able to make a cogent case for meeting all ten of the standards, articulated in the diagram below (GMC 2016.) The PGCert award concentrates on Themes 1 and 3 (*Learning Environment and Culture, Supporting Learners*) and looks at the implementation elements of curriculum and assessment (Theme 5). The PgDip consolidates this work and explicitly extends into Themes 2, 4 and 5 (*Educational Governance and Leadership, Supporting Educators, Developing and Implementing Curricula and Assessments*). As with the PgCert, there is alignment with the Academy of Medical Educators (2014) Professional Standards, with students being able to demonstrate how their learning and linked work activity maps to all five domains.

In addition, the course develops knowledge and expertise across three domains of the GMC (2017) Generic Professional Capabilities Framework. Domain 8 articulates *Capabilities in Education and Training* that are addressed across PgCert and PgDip programmes. In addition, elements of Domain 5 (*Capabilities in Leadership and Teamwork*) and Domain 9 (*Capabilities in Research and Scholarship*) are integrated into the PgDip programme curriculum design and linked teaching and assessment methodologies.

### The ten standards



### Term structure

An indicative structure for each term is provided, demonstrating alignment to relevant professional standards and learning outcomes (LO) above. There are 8 contact days for the module: one of these is chosen from three 'masterclass options'. Students may register for the additional masterclasses if they wish to deepen their knowledge across a range of areas.

### Michaelmas Term- Module 1.

### Curriculum and assessment: design and development (3 days)

| LO1,2,3 – Topics to include                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | GMC Standards for Educators 2017                                                                                                                                              | AoME Standards 2014                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <p>Introduction to common curriculum models in undergraduate medical education and post-graduate training. What they reveal about assumed relationships between theory and practice</p> <p>Common curriculum framings in PGME and their implications i.e. outcomes based and competency based medical education</p> <p>Principles of curriculum design and alignment (including developing an assessment strategy)</p> <p>Innovation in curriculum design e.g. the use of longitudinal integrated clinical clerkships, the 'flipped' classroom, entrustable professional activities</p> <p>Masterclass options (chose one of three – timing across 3 terms)</p> <p>1: Assessment</p> <p>2. Curriculum</p> <p>3. Differentiation of training</p> | <p>Theme 1: Learning environment and culture</p> <p>Theme 2: Educational Governance and Leadership</p> <p>Theme 5: Developing and implementing curricula and assessments.</p> | <p>Domain 1: Designing and planning learning (levels 1 to 3)</p> <p>Domain 3: Assessment of learning (levels 1 &amp; 2)</p> |
| <b>Mandatory formative assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Peer review of a) plan for educational innovation and rationale and b) up to three blog entries. Mandatory reflection on process.</p>                                      |                                                                                                                             |

### Lent Term- Module 2. Supporting workbased learning (3 days)

| LO 2,3,4 - Topics to include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GMC Standards for Educators 2017                                                     | AoME Standards 2014                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work-based learning throughout a medical career</p> <p>Re-thinking apprenticeship</p> <p>Supporting points of transition</p> <p>Supporting transfer</p> <p>Key concepts and their implications for clinical and educational supervision</p> <p>Reflective Practice</p> <p>Communities of Practice</p> <p>Re-contextualisation</p> <p>Key roles and responsibilities of clinical and educational supervisors (and their equivalents)</p> <p>Adopting a differentiated approach to training (including supporting learners experiencing difficulties)</p> <p>Workplace based assessment</p> <p>Learner centred education for person centred care</p> | <p>Theme 1: Learning environment and culture</p> <p>Theme 3: Supporting learners</p> | <p>Domain 2 Teaching and facilitating learning (levels 1 to 3)</p> <p>Domain 3: Assessment of learning (levels 1 &amp; 2)</p> <p>Domain 4: Educational research and scholarship (levels 1 to 3 in part)</p> |
| <b>Summative assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Educational intervention /innovation project. 5000 word equivalence</p>           |                                                                                                                                                                                                             |

### Easter Term- Module 3. Developing practice and leading learning (2 days)

| LO 3,4 - topics to include                                         | GMC Standards for Educators 2017                 | AoME Standards 2014                                   |
|--------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------|
| <p>Supporting the development of others – coaching, mentoring,</p> | <p>Theme 1: Learning environment and culture</p> | <p>Domain 4: Educational research and scholarship</p> |

|                                                                                                                  |                                                                                                     |                                                                                             |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| assessment and appraisal                                                                                         | Theme 2: Educational governance and leadership<br>Theme 4: Supporting educators                     | (levels 1 to 3 in part)<br>Domain 5: Educational leadership and management. (Levels 1 plus) |
| Developing as an educational leader and agent of change                                                          |                                                                                                     |                                                                                             |
| Developing the learning environment and culture, including informal and formal approaches to faculty development |                                                                                                     |                                                                                             |
| Summative assessment                                                                                             | Portfolio of professional practice, Reflective narrative of 4,000 words with 10 selected exemplars. |                                                                                             |

## Teaching methods

The programme has a blended design, combining interactive face-to-face learning with on-line learning. Learning is highly experiential, recognising that students learn from both the content of what is being taught and the process by which it is taught. Both are subjects for discussion and reflection both within and beyond the classroom in the dedicated VLE.

The course will adopt elements of 'flipped learning' methodology, with students engaged in a range of preparatory activity prior to interactive seminars and workshops. Follow up activity invites students to make explicit connections between their learning on the course and their experiences of medical education and training in the workplace. A key element of this will be the maintenance of a personal 'blog' within the VLE. Students will be asked to make a minimum of three blog entries each term where they critically reflect upon key module 'learning moments', explicitly linking these to the literature and practice. These blog entries are the starting point for formative and summative assessments (see below).

The diversity of students undertaking masters level study in medical education is a rich resource for learning. Small group, task and project based work is an important element of course design that links teaching, learning and assessment activity.

## Assessment methods

There are three assessment points, one formative and two summative. They are timed to coincide with the completion of each module. Students have the opportunity to discuss plans for their assessment work with module tutors and the module lead. Tutors are available to look at draft work and offer guidance on ways to develop it and will make timescales for this clear at the start of each module.

**Assessment one (formative):** Peer review of the portfolio in progress (see assessment three). Students will be asked to select and present a) a plan for their educational innovation with rationale (assessment two) and b) exemplars of up to three blog entries (linked to assessment three). The portfolio, when completed, should demonstrate achievement of all course learning outcomes as defined in the programme specification. Students will be asked to give both verbal and written feedback to their peer. They will be required to write a reflection on this process as an obligatory element of the professional portfolio. This task provides an opportunity to rehearse and refine verbal and written feedback skills as well as develop ideas for later summative assessments.

**Assessment two (summative):** Design an educational intervention/innovation that has the potential to enhance the quality of clinical education/training in the student's own professional context. The intervention should be in response to a development need or issue i.e. one with supporting evidence, generated from one or more feedback /QA sources and/or research literature). The proposed intervention should be offered with a supporting rationale that makes explicit the educational thinking underpinning it. The design should include a strategy for evaluating impact. The innovation may be at the level of curriculum design, assessment

strategy, approaches to teaching and supporting learning or equivalent (linked to GMC Standards for Educators). Further guidance will be provided to candidates in their course handbook and within the VLE. This submission is equivalent to 5,000 words.

**Assessment three (summative):** portfolio of educational practice. The portfolio captures the professional learning that arises from engagement in the PgDip programme and linked activity. It is designed in such a way that it might be used during an educational appraisal e.g. to evidence an informed approach to education and training, aligned to professional standards. The portfolio takes the form of a critically reflective narrative of around 4,000 words and ten supporting exemplars. The exemplars include selected blog entries and post-scripts, reflections on the peer review activity (formative assessment two), a critical review of a recent journal article selected because it has the potential to inform the development of their own practice and an example of developing the educational practice of one or more colleague(s). These exemplars should be chosen to demonstrate achievement of the programme learning outcomes and the professional standards for educators that are relevant to their profession and career stage. Further guidance will be provided to candidates in their course handbook and within the VLE.

### **Entry and/or progression requirements**

The programme is open to those who have successfully completed the PgCert in Medical Education (or recognised equivalent). This means they are medical, dental or healthcare professionals who are engaged in education and training activities commensurate with their level of experience and as is relevant to their professional roles and responsibilities. It is suitable for 'early career' educators as well as those with more experience.

Applicants to the programme are 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.

Applicants who are being considered for a place on the programme will be required to participate in a selection interview.

### **Management of teaching quality and standards**

The University ensures high standards of teaching and learning in the following ways:

- The completion of Annual Quality Updates by each Faculty and Department, to enable central overview of provision and assist in dissemination of good practice
- Scrutiny of the reports of External Examiners for all teaching programmes
- Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in the nationally-benchmarked surveys
- Holding reflective, centrally-coordinated, Learning and Teaching Reviews for all teaching institutions every six years to explore provision and suggest constructive courses of action
- Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

## **Graduate employability and career destinations**

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.

The Careers Service maintains links with employers and takes their needs and opinions into account in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, faculty and department to act as a point of contact.

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: <https://www.camdata.admin.cam.ac.uk/>