

Programme Specification 2022-2023

Postgraduate Diploma in Medical Education

Awarding body	University of Cambridge
Teaching institution	University of Cambridge, Institute of Continuing Education
Accreditation details	None
Name of final award	<i>Postgraduate Diploma</i>
Programme title	<i>Medical Education</i>
UCAS code	N/A
HECoS code(s)	[]
Relevant QAA benchmark statement(s)	None
Qualifications framework level	FHEQ Level 7
Date specification produced	September 2022

The mission of the Institute of Continuing Education (ICE) is to support the University of Cambridge's promise to prioritise and enable learning throughout life and to promote the widest possible access for learners to the University. ICE uses the expertise of its staff, the collegiate University, and its wider networks to deliver a broad portfolio of research-informed world-leading qualifications. ICE delivers supportive and inclusive education and welcomes learners seeking to engage with higher education for the first time, returning after an extended break, seeking opportunities to learn later in life and looking to advance their careers.

<<Required information>>

The '*professionalisation*' of medical education means that healthcare professionals are increasingly expected to develop skills as educators and trainers.

The design of the Postgraduate Diploma reflects the increasing emphasis placed on educational and educational leadership roles and builds upon the Postgraduate Certificate. The course offers 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).

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.

The programme of study aims to

1. Invite consideration of strategies to create and sustain safe working and learning environments, including supporting and developing faculty to deliver high quality education and training.
2. establish 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)

3. support 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

<<Provide all learning outcomes for the course. These should be consistent with the FHEQ level of the course and you may find reference to the SEEC level descriptors (<https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf>) helpful in articulating the learning outcomes. All learning outcomes should be demonstrable through the assessments>>

As a result of studying this programme students should meet the following learning outcomes.

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 ICE PgCert in Medical Education (or recognised equivalent), offering a further 60-credits of learning at FHEQ Level 7.

The programme is structured around three integrated 20-credit units offered part-time over one academic year.

Units, along with indicative content, are outlined below.

Unit 1: Curriculum and assessment: design and development (3 contact days)

- Principles of curriculum design
- Introduction to common curriculum models in undergraduate medical education and post-graduate training. What they reveal about assumed relationships between theory and practice.

- Common curriculum framings in postgraduate medical education (outcomes based, competency based, entrustment based) and their implications.

Unit 2: Supporting work- based learning (3 contact days)

- Work-based learning throughout a medical career: theories of workplace-based learning and their implications for practice.
- Evidence-based strategies for supporting learning in clinical workplaces
- Adopting a differentiated approach to training (including active inclusion practices)
- Principles of programmatic assessment

Unit 3: Developing practice and leading learning (2 contact days)

- Supporting the development of others – coaching, mentoring, assessment and appraisal
- Developing as an educational leader and agent of change
- Developing the learning environment and culture, including informal and formal approaches to faculty development

Teaching methods

The programme is delivered through a combination of in-person teaching sessions, synchronous and asynchronous approaches provided via the course virtual learning environment and web-based platform (zoom). Examples of the type of teaching methods used include, but are not limited to, workshops, seminars, group discussions, online reading, group activities and discussion forums. Peer-to-peer learning forms an important element of course teaching.

Assessment methods

The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments. Summative assessments will consist of tasks appropriate to the discipline of study and may include, but not be limited to, essays, reports, presentations, posters, critical reviews, data handling and analysis, and group activities. The volume of work required to complete the award shall be 9,000 -12,000 words or the equivalent.

There is one mandatory formative assessment, where students review and offer feedback on plans for an educational innovation or intervention (unit 1). The first summative assessment takes the form of an educational intervention or educational innovation project. The second summative assessment brings together learning across the whole of the course and takes

the form of an educational portfolio. This comprises a reflective narrative and supporting exemplars.

<<Optional information>>

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 are normally expected to hold a 2i degree or higher from a UK university or an equivalent from an overseas university in a relevant subject. Applicants without this level of academic qualification may be considered as non-standard applicants if they have an appropriate level of professional experience relevant to the programme.

Applicants are expected to demonstrate proficiency in the English language and must be able to satisfy the current English Language Competence requirements of the University's Postgraduate Admissions Committee in the year in which they apply for admission to the course and outlined on the course webpage.

Student support

ICE provides all students with access to learning and welfare support via the Institute's virtual learning environment. This includes generic and subject specific learning resources and wider support services, including those focused on wellbeing.

Management of teaching quality and standards

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

- Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
- 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 nationally-benchmarked surveys
- 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.

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/>