Application for Full Approval: Programme Specification

Note that the information contained in the final approved version of this programme specification will be published by the University.

1	Title of Programme	Postgraduate Certificate in Medical Education
2	Award (e.g. MA, LLM)	P.G.Cert.Med.Ed.
3	Teaching and awarding body	HYMS
4	Mode of Study (full or part-time)	Part-time
5	Duration (total number of years)	One
6	Number of weeks per academic year	1st January to 31st December 2011 1st Oct to 31st Sept 2011 and thereafter
7	Location of delivery (state if period abroad/on placement)	On-line programme with face to face study days in the HYMS region
8	Accrediting Professional / Statutory Body (if applicable)	n/a
9	UCAS Code (if applicable)	n/a
10+	Entry requirements	Applicants to the PGCert. Med Ed. MUST hold a relevant undergraduate degree or its equivalent and have access to an appropriate level of guaranteed teaching activity (18 hours which should consist of at least 6 separate events) during the year of the programme. The teaching may be of medical/health care students or qualified professionals. The programme is suitable for medically qualified and non-medically qualified individuals. (Staff employed in universities would be advised to check the suitability of the programme and the requirements of their employers in relation to contractual and professional body requirements (NMC, for example). Selection and recruitment procedures would follow the HYMS Code of Practice on Equal Opportunities. Priority will be given to staff who are employed by HYMS but the programme is open to all those who are suitably qualified. The programme team will be responsible for the selection of applicants.
11	Aims of the programme and distinctive features/fit with existing provision	

The overall **aim** of the programme is to enable staff to develop practical capabilities in critical, reflective understanding of learning and teaching in clinical practice. Participants will be assisted in reaching a basic understanding of the principle issues of learning and teaching, of assessment and of professional practice as they relate to clinical education. Through this process the aim is to enhance practice.

Rationale and fit with existing provision:

The HYMS Undergraduate School has around 700 clinical staff involved with the degree programmes, mainly in tutoring students on clinical placements. The Dearing report (1997) expected all new teachers in Higher Education to have access to appropriate accredited training programmes for teaching. Furthermore, in postgraduate medicine there has been a significant increase in the requirements for structured education and training, in both primary and secondary care. Both of these have led to a significant demand for high quality courses for tutors, particularly for those with a greater role, or for those who have some delegated responsibility for the management process. There is thus a clear need to enhance the teaching skills of staff who facilitate learning for colleagues as part of CPD initiatives. The Yorkshire Deanery, for example are convinced that GPs who have already completed such programmes are more effective and efficient in their teaching of trainees and for this reason are prepared to fund a number of appropriate applicants. There is also a clear aspiration from the Strategic Health Authority to foster inter-professional learning.

Recently this demand has been met for undergraduate tutors by an association with a course based in Newcastle university and for others by courses elsewhere in the country. These arrangements have been of value, but it is recognised that a course that is more clearly focused on the needs of local tutors and delivered in the local area would have advantages in terms of relevance, ownership, resource savings and increased efficiency. Thus, in addition to the national imperatives to train staff teaching university students and health services staff there are a number of compelling reasons to develop a **local** course in Medical Education..

As a result, undergraduate and postgraduate students and staff within the local area will have access to tutors with a good understanding of the basic issues around clinical education.

In summary, reasons for introducing a programme include:

- Essential CPD of HYMS staff;
- Ensuring that the training of teachers in Medicine is more consistent with that of others in Higher Education teaching;
- A response to the change in postgraduate Medical Education and MMC;
- A response to a specific Deanery need to train GP trainers;
- Provision of a training option for Registrars training in the local Deanery;
- The wider development of the HYMS department of Medical Education whose aspiration is to eventually offer Master and Diploma courses;
- The lack of appropriate places available to interested enquirers.

A number of similar programmes exist in the UK however there are sound reasons to develop local and **distinctive** provision:

- Scoping exercises suggest that there is not sufficient provision and local needs cannot currently be met;
- Within HYMS there is a clearly identified need to support the development of our own tutors/teachers
- HYMS has developed some unique teaching approaches that require specific consideration, i.e. PBL, teleconferencing – other existing programmes do not cater for these needs;
- There is a need to improve the pedagogical research, the evidence base and the continuing application of effective learning and teaching methods within HYMS -as yet this is in a nascent stage. HEIs have seen such enhancement effectively carried out through training provision. (See University of York Vice-Chancellor's teaching awards, for example);
- As part of the restructuring of the Yorkshire Deanery into three sub deaneries there is support to develop a local version;
- A clear aspiration from the Yorkshire Deanery and the Strategic Health Authority to foster inter-professional learning
- Collaborative arrangements for programme development with the Deanery and other local stakeholders means that training needs can be better met;
- There are resource savings if staff do not have to travel to programmes elsewhere;
- Students and tutors have experienced a 2 year trial programme run in collaboration with Newcastle University but course evaluation shows that a local programme could be better adapted to meet local needs;
- The programme will allow participants to build their own learning (in a situated learning context) specific to their particular professional setting;

- The nature of the programme will also allow for additional sub modules to be developed in the future, to meet specific needs in the market. The specific on-line teaching methods of HYMS might be an example.

Participants will come from a wide range of teaching backgrounds and opportunities and, in the spirit of andragogy, will build on their own and upon each other's learning and experience to enhance their practice. The sharing of knowledge and expertise will be encouraged, for example, in on-line group activities.

The Health Service professionals on the programme will be offered the opportunity to develop the knowledge, skills and attitudes with which to explore and critically evaluate the theoretical and practical aspects which underpin their educational practice. Effective reflection upon their professional practice will be a key tool/behaviour which those on the programme will be required to demonstrate and this will require the evaluation of external evidence as part of that process. All are likely to be familiar with these concepts but may not have previously have had much opportunity to demonstrate them in respect of their teaching activity. Good practice in the design of teaching and learning activity and of assessment will be a key part of the programme.

Programme intended learning outcomes

Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)

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There are no appropriate QAA subject benchmarks in this field however, the programme was designed with the HEA Professional Standard's Framework (UKPFS) in mind and developed accordingly. It is our contention that the PGCert Med Ed learning outcomes, teaching activities and assessment can be successfully mapped to the HEA UKPFS' essential areas of activity; core knowledge and professional values as indicated at:

http://www.heacademy.ac.uk/assets/York/documents/ourwork/professional/ProfessionalStandardsFramework.pdf

It is the team's intention to seek HEA accreditation at an early stage and informal discussions with Helen Thomas, Senior Advisor accreditation, have already taken place.

Two of the development team have been heavily involved in the successful HEA accreditation of a similar programme and are familiar with the requirements and the process.

State supporting learning, teaching and assessment strategies for each group of outcomes

There is, as yet, no HYMS strategy document relating to this matter however this programme will ensure that the good practices outlined in the HYMS handbooks are adhered to (cognisance of the spiral curriculum and of student/ patient–centred education for example.)

I	Overall Programme outcomes

By the end of the programme participants will demonstrate that they can:

a) Examine key theories of how adults learn;

b) Apply a range of different teaching and learning methods effectively, including learning technologies, appropriate to the context and to a diverse range of students;

c) Outline the essential links between learning outcomes, the learning process and assessment;

d) Evaluate and select a range of systems of assessment, feedback, and evaluation and apply these in an appropriate setting;

e) Practise effectively as an educational supervisor;

f) Understand and effectively apply the underlying principles of reflective practice in teaching and learning - as both a learner and a teacher.

Teaching and learning methods/strategies

A range of teaching and learning activities will be used in the delivery of this programme. These will be appropriate to part-time, adult professionals engaged in distance learning.
They will recognise principles underpinning learning such as the need to build upon prior learning and the need to map concepts to existing frameworks of knowledge.
Methods will include:

a) Self-directed learning
b) Small Groups
c) One-to-one mentoring
d) On-line learning and support
e) Peer discussion and observation
f) Formative feedback
g) Outcomes based learning linking to aligned assessment.

Activities will be designed to extend knowledge and skills acquired during self-study and face to face sessions will reinforce and extend work done on-line.

Assessment

A varied approach to assessment will be taken with assessment clearly aligned to learning outcomes and to teaching. A recognition that learners approach learning in different ways underpins the programme but outcomes will be assessed in a valid, reliable and equitable process, with regular and timely feedback to students offered in a formative and summative manner.
Assessment will include a portfolio of material such as a case study; critical analysis of practice; in-depth study of a chosen topic; on-line tests and quizzes; extracts from a reflective on-line learning journal; critical analysis of how theory informs practice; on-line collaborative exercise –such as critique of lesson plans; recorded or live presentation or teaching session. A wide range of assessment formats is used in order to model the assessment experience however these are not all "university assessment" (ie will not all contribute to the final mark). Similarly, many apparent assessment exercises will be used as tools for formative feedback and are an integral part of the learning process and are not summative. Peer observation of practice will be a procedural requirement.

(for more detail on assessment see under individual modules)

Knowledge and understanding and intellectual skills	The following <u>programme outcomes</u> relate directly to the enhancement of knowledge and understanding and intellectual skills:
	a) Examine key theories of how adults learn;
	c) Outline the essential links between learning outcomes, the learning process and assessment;
	d) Evaluate and select a range of systems of assessment, appraisal and evaluation and apply these in an appropriate setting;
	f) Demonstrate understanding of and effectively apply, the underlying principles of reflective practice in teaching and learning, as both a learner and a teacher.
	The other programme outcomes relate mainly to practice and application however this also implies an understanding of the principles and theories to be applied. Within the programme outcomes therefore participants will be expected to:
	1) Critically evaluate different learning theories (Programme outcome a)
	2) Critique different teaching and learning methods and their appropriateness in a given setting (Programme outcome b)
	3) Develop and critically evaluate common systems of assessment with understanding of their strengths and weaknesses (Programme outcome d)
	4) Evaluate effective and appropriate supervision of students (Programme outcome e)
	5) Demonstrate understanding of the practical value of reflective practice (Programme outcome f)

Professional Practice and transferable skills	The following <u>programme outcomes</u> relate directly to professional practice and to transferable skill development:
	
	    b) Apply a range of different teaching and learning methods effectively, including learning technologies, appropriate to the context and to a diverse range of students;
	
	    d) evaluate and select a range of systems of assessment, appraisal and evaluation and apply these in an appropriate setting;
	
	    e) practise effectively as an educational supervisor;
	
	    f) Demonstrate understanding of, and effectively apply the underlying principles of reflective practice in teaching and learning - as both a learner and a teacher.
	
	Within the programme outcomes participants will be expected to:
	1) Support student learning in a variety of situations as appropriate to their workplace (Programme outcome b)
	
	2) Creatively develop a range of new skills for the design and delivery of good quality teaching and learning programmes appropriate to the environment (Programme outcomes b and c)
	
	3) Design assessment and evaluation materials appropriate to their workplace and discipline.(Programme outcomes c and d)
	4) Participate in standard setting systems (Programme outcome d)
	5) Extend skills as a Reflective practitioners (Programme outcome f)
	6) Demonstrate the ability to work in small groups to support the learning of others (Programme outcome b)
	
	7) Study independently and aid students to do likewise (Programme outcomes e and f)
	
	8) Use reflection in ongoing professional practice (Programme outcome f)
	
	9) Enhance own and students' IT skills as appropriate (Programme outcome b).

13	**Programme structure**
I	Certificate Stage & Diploma stage

Code/New	Title	Core/ Option	Credits	Level
Module 3				
New	Professional Practice	Core	20	M

Module 1

Code/New	Title	Core/ Option	Credits	Level
New	Learning and Teaching	Core	20	M

Module 2

Code/New	Title	Core/ Option	Credits	Level
New	Assessment and feedback	Core	20	M

II	Masters stage

Code/New	Title	Core/ Option	Credits	Level

14	References used in designing the programme	**A.General sources relating to Medical Education and training - for example:** Hugh Barr, *Undergraduate Interprofessional Education*, General Medical Council, 2003: http://www.gmc-uk.org/education/documents/Undergraduate_interprofessional_education.pdf Department of Health (England) and UK Centre for the Advancement of Interprofessional Education, *Creating an Interprofessional Workforce: An Education and Training Framework for Health and Social Care in England*, 2007: http://www.caipe.org.uk/silo/files/cipw-fw-doc.pdf Academy of Medical Royal Colleges and the UK health departments, *The Foundation Programme Curriculum,* 2007: http://www.foundationprogramme.nhs.uk/pages/home/key-documents#foundation-programme-curriculum General Medical Council, *The New Doctor*, 2007:

http://www.gmc-uk.org/education/postgraduate/new_doctor.asp

General Medical Council, *Tomorrow's Doctors* 2003:
http://www.gmc-uk.org/education/undergraduate/GMC_tomorrows_doctors.pdf

Postgraduate Medical Education and Training Board, *Educating Tomorrow's Doctors – Future models of medical training; medical workforce shape and trainee expectations,* 2008:
http://www.pmetb.org.uk/fileadmin/user/Content_and_Outcomes/Working_group_reports/Educating_Tomorrows_Doctors_working_group_report_20080620_v1.pdf

Postgraduate Medical Education and Training Board, *Generic standards for training*, 2008:
http://www.pmetb.org.uk/index.php?id=gst

British Medical Association Board of Medical Education, *Doctors as teachers*, 2006:
http://www.bma.org.uk/ap.nsf/Content/doctorsasteachers

Andreas Hasman, Angela Coulter, Janet Askham, *Education for Leadership. Developments in medical education*, Picker Institute Europe, 2006:
http://www.pickereurope.org/Filestore/Publications/E4P_report_19-5-06-_with_cover.pdf.pdf

B. Other literature and research relating to training for Higher Education teaching has informed the development - for example:

The role and effectiveness of reflective practices in programmes for new academic staff: a grounded practitioner review of the research literature
Higher Education Academy funded project 2007
Peter Kahn, Richard Young, ,Sue Grace, Ruth Pilkington, Linda Rush, Bland Tomkinson, Ian Willis.

The ASME series 'Understanding Medical Education' (see indicative reading)
Core journals: *Medical Teacher, Clinical Teacher, Medical Education*

C. Similar programmes elsewhere, particularly in Newcastle, Leeds and Cardiff

D. QAA guidelines *Framework for Higher Education Qualifications* etc

E. No other professional, statutory or regulatory body approval currently required - however if, eg nursing staff were to wish to participate NMC accreditation may be necessary

15	**Indicators of quality and standards**	**1. HYMS existing *QA* systems** The HYMS Undergraduate course has been highly successful and has been quality assured by the GMC, a Periodic Review and by internal QA systems. Systems will build on these and include: • Module and Programme Examination Boards and External Examiner • Minutes of annual programme review and report to appropriate teaching committee • Participant progress records • Secure and verifiable systems for on-line participant contributions • Management Team/Board of Studies meetings • Work will be first and second marked anonymously with appropriate standardization and moderation. • Timely feedback will be ensured. • Participant representative meetings

		• End of module and programme reviews, questionnaire and focus groups –action reported back to participants • Secure and verifiable systems for on-line participant contributions • Module and Programme Examination Boards and External Examiner • Minutes of Programme programme review and report to appropriate teaching committee • Stakeholder involvement (e.g. Yorkshire Deanery) • Delivery team CPD and 'horizon spotting' for innovative developments • Peer observation of group sessions • Cert Med. Ed. Steering Group **2. Staff knowledge and experience** A number of the staff have experience of teaching/and or studying on similar Master's level courses and have contributed to the literature on medical education. Some have been involved with similar Higher Education Academy accredited programmes at York University. The programme team will include dedicated staff with on-line teaching experience. Tutors will be provided to individuals and will identify those needing particular support
16	Particular support for learning	Management support for the programme: The overall responsibility for the co-ordination of the activities lies with the Hull York Medical School and is under the supervision of the Undergraduate Dean. A 0.5 wte programme director has been formally appointed for a fixed 2 year period subject to continued development of the programme, together with appropriate educational technology support in the form of a half-time online facilitator. The programme director will commence in September 2010. Supervisors and tutors will be recruited on a sessional basis. The temporary project team for set-up will hand over to the programme director in September 2010. Academic and pastoral support for learning: • Small group support and individual tutorial guidance from faculty • Group and individual on-line support via the HYMS VLE • Information relating to networking and funding sources for teaching and learning activity will be offered on-line • Library resources of both universities • Provision of key text material • Hard copy and/or on-line programme guides and handbooks as appropriate • The programme will comply with the relevant equality legislation and will operate in an inclusive mode (disability, race, gender etc) Participants and staff will be encouraged to develop cross-cultural awareness to that end • Staff will operate in a manner suitable for the supervision of part-time, professional distance learners. • The services of Hull and York universities will be available as appropriate
17	Methods for evaluating and improving the quality of learning	• Participant representative meetings • End of module and programme reviews, questionnaire and focus groups • Secure and verifiable systems for on-line participant contributions • Module and Programme Examination Boards and External Examiner • Minutes of Programme review and report to appropriate teaching committee • Stakeholder involvement (eg Yorkshire Deanery) • Delivery team CPD and 'horizon spotting' for innovative developments • Peer observation of group sessions • Cert Med. Ed. Steering Group

18	Other sources of information about this programme	- on-line programme handbook - On-line module study guides and course materials - Promotional and publicity material in development

Assessment Methods Matrix

Assessment Method	Module title	Module title	Module title
	Module 1 Learning and Teaching	Module 2 Assessment and Feedback	Module 3 Professional Practice
Learning Portfolios			✓
Group Projects	✓ (on-line)	✓	
Independent projects	✓	✓	
Design Tasks	✓	✓	
Practicals	(peer observation - formative only)		(peer observation- formative only)
Computer-based Exercises	✓	✓	✓
Multiple Choice Tests		✓	
Student led Seminars/discussions	On-line	On-line	On-line
Problem Solving Exercises	✓	✓	
Other types of extended writing	✓	✓	✓
Oral Presentations	✓		
Assessment of practice	✓		✓