

<b>A</b>	<b>NATURE OF THE AWARD</b>	
1	Programme Title	Postgraduate Certificate in Health Care Education
2	Final award	Certificate – M level
3	Intermediate awards	Completed modules – 20 credits
4	Awarding institution/body	St George's, University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by	St George's, University of London Higher Education Authority (2005-8)
7	UCAS/JACS code	N/A
8	QAA benchmark statements	N/A
9	Date specification produced	2/4/04 Updated 2/8/05

<b>B</b>	<b>FEATURES OF THE PROGRAMME</b>	
1	Mode of study	Workshops, participation in teaching and teaching-related activities, reflection on performance in personal and wider context
2	Usual length of programme	6-24 months
3	Other features of the programme	Peer review

<b>C</b>	<b>EDUCATIONAL AIMS OF THE PROGRAMME</b>
	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• Equip participants with knowledge, skills and attitudes required to enable them to become effective teachers in medical and healthcare education</li> <li>• Promote reflective practice, scholarship and professional development in teaching</li> <li>• Support the medical school and partners in delivering high quality teaching and learning</li> </ul>

<b>D</b>	<b>LEARNING OUTCOMES OF THE PROGRAMME</b>	
	<i>Advanced knowledge and understanding of:</i>	<i>Related teaching and learning</i>

1	A range of theoretical models of learning and teaching relevant to teaching practice of participants	<i>methods and strategies</i> Workshops Tutor system Critical and reflective writing
2	Legal, ethical and pedagogical issues related to supporting the needs of diverse learners	
3		Assessment  Attendance at workshops
4		Critical and reflective writing

	<i>Cognitive skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Evaluate critically the design and planning of learning activities or teaching programmes	Contribution to teaching followed by: Peer review discussions Educational supervision Critical and reflective writing
2	Reflect critically on performance in a range of teaching activities	
3	Evaluate critically a range of learning / teaching resources relevant to practice	Assessment  Peer review Critical and reflective writing
4	Analyse critically a wide range of formative and summative techniques for student assessment and feedback	
5	Analyse critically a range of self, peer and other evaluation techniques	

	<i>Practical skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Contribute to the design and planning of learning activities or teaching programmes	Participant contribution to teaching Educational supervision
2	Performed effectively in a range of teaching activities	
3	Develop teaching resources relevant to practice	<i>Assessment</i>  Peer review Critical and reflective writing
4	Design a wide range of formative and summative student assessments and feedback forms	
5	Use a range of self, peer and other evaluation techniques	

	<i>Transferable skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Identify and reflect critically on their personal development needs	Educational supervision Peer review Critical and Reflective writing Workshops
2	Identify and reflected critically on their role in the wider contexts of their institution and higher education in general	
3		<i>Assessment</i>  Peer review Critical and Reflective writing
4		
5		

<b>E</b>	<b>Programme structure and features</b>
<p>The programme will comprise 3 modules:</p> <p>a) <b>Course planning and large group teaching.</b> This module will include course organisation and/or design, writing learning objectives, preparation for large group teaching and delivery of lectures/large group sessions.</p> <p>b) <b>Small group teaching and facilitation.</b> This module will include small group teaching such as tutorials, clinical and communication skills teaching, facilitation of small group work (e.g. CBL/PBL) and supervision e.g. SSM, BSc project.</p> <p>c) <b>Assessment.</b> This module will include writing and performing assessment using written and practical methods such as OSCEs. It will also include validation and standard setting of assessments as well as preparation for and execution of evaluation of teaching.</p>	
<p>'The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook'.</p>	
<p>Programme reference points – the following reference points were used in the preparation of this specification:</p>	

<b>F</b>	<b>General teaching and learning strategies</b>
<p><b>Proposed teaching methods</b></p> <p>The course will comprise of the following:</p> <p>A. Taught courses</p> <p>B. Participant delivery of teaching</p> <p>C. Peer review of teaching</p> <p>D. Participant development of learning resources</p> <p>E. Critical and reflective writing</p>	
<b>A</b>	<b>Taught courses</b> – workshops in teaching and presentation skills, problem based learning, assessment
<b>B</b>	<b>Participant delivery of teaching</b> – 60 hours of teaching to be delivered for each module including teaching of small and large groups, development of assessment and evaluation materials
<b>C</b>	<b>Peer review of teaching</b> – samples of teaching from each module to be reviewed and discussed
<b>D</b>	<b>Participant development of learning resources</b> – participants to create learning resources relevant to modules such as handouts, websites, self assessment tools
<b>E</b>	<b>Critical and reflective writing</b> – participants produce 3 pieces of creative and reflective writing. The process will allow them to become familiar with and critique teaching literature in the context of their own teaching.

<b>G</b>	<b>Assessment</b>
<p>Each module will comprise 5 components which are workshops, delivery of teaching, peer review and reflection, development of learning resources and critical and reflective writing. Successful completion of the 5 components for each module will be awarded 20 credits, successful completion of the 3 modules will be awarded 60 credits and the certificate.</p>	

<b>Module</b>	<b>Workshops</b>	<b>Delivery of teaching</b>	<b>Peer review and reflection</b>	<b>Development of learning resources</b>	<b>Critical and reflective writing</b>
<b>Course Planning and Lecturing</b>	i) Teaching skills day 1 ii) Curriculum development and design iii) Presentation skills*	Delivery of 2 large group sessions (lecture, expert forum, other) Participation in work of course team	Peer review of 2 teaching sessions	Create 2 relevant resources as detailed below	1 relevant piece, max 5000 words
<b>Small Group Teaching and Facilitation</b>	i) Teaching skills day 2 ii) Problem/case based learning iii) Presentation skills*	30 hours small group teaching 30 hours small group facilitation	Peer review of 2 teaching sessions	Create 2 relevant resources as detailed below	1 relevant piece, max 5000 words
<b>Assessment</b>	i) Teaching skills day 3 ii) Assessment workshop iii) Presentation skills*	Acting as examiner Participation in assessment design, evaluating teaching	1 Peer review of work as examiner 1 student evaluation of teaching	Create examination questions as detailed below	1 relevant piece, max 5000 words

\* Participants must attend the presentation skills workshop for completion of a single module, but only need to attend it once for completion of the entire certificate.

<b>H</b>	<b>Support for students and their learning</b>
	<p><b>a) Educational Supervision</b></p> <p>Each participant will have an educational supervisor who will be an established teacher who has as a minimum attended the St George's teaching skills course or equivalent and has at least 2 years experience in healthcare education. Supervisors will be selected on the basis of interest and CV.</p> <p>The educational supervisor will meet with the participant at least four times a year for 30 – 60 minutes to provide guidance as necessary on:</p> <ul style="list-style-type: none"> <li>• Participation in programme, attendance</li> <li>• Identifying opportunities for delivering teaching</li> <li>• Arranging peer review of sessions</li> <li>• Critical and reflective writing. The educational supervisor will give general advice within the limits of their expertise and will facilitate access to expert guidance as appropriate.</li> <li>• Other aspects of the programme as appropriate</li> </ul> <p><b>b) Peer Review</b></p> <p>Peer reviewers will be established teachers who have as a minimum attended the St George's teaching skills course or equivalent and have 2 years experience in</p>

healthcare education. Applicants will be selected on the basis of CV and must have attended a peer review workshop.

For each session the reviewer will

- Receive and review correspondence about the session from the participant
- Meet the participant before the session to prepare/set objectives (indicative time 15 – 30 minutes) (peer review form part 1)
- Attend the teaching session (indicative time 45 – 60 minutes) and complete peer review form part 2
- Meet the participant after the session for feedback and documentation (indicative time 30 minutes) – complete peer review form parts 3 and 4 (reflection and assessment)

***c) Peer support***

Participants will be formed into small groups of 5-10 (depending on numbers). Groups will meet at least twice in addition to planned workshops. These meetings will be facilitated by course staff and may be used for discussion of problems, ideas, issues, plans, solution or other areas as decided by the participants.

***d) Pastoral and welfare arrangements***

Course participants will usually be St George's staff or employees at another university or healthcare institution. General arrangements will therefore be available through their current employer or through the medical school as per general regulations. Issues specific to the programme will be addressed initially by the educational supervisor or, where this is not possible through reference to the programme director and organising team.

<b>I</b>	<b>Criteria for admissions</b>
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In order to be admitted to the programme a candidate must:

- Meet general admission requirements as stated in SGUL general regulations
- Have a first degree in a subject relevant to medical or healthcare education
- Have a minimum of two years experience in a health-related environment
- Be able to contribute regularly to medical or healthcare student teaching for the duration of the certificate

Candidates without first degrees but with an appropriate professional qualification and a minimum of three years health-related experience may be considered for entry but will be required to write a qualifying essay. Applicants with non-standard entry qualifications which do not fall into the above two categories may be considered for entry at the discretion of the Course Committee.

<b>J</b>	<b>Career opportunities</b>
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Attainment of a certificate in health care education will support career advancement for health care staff. In particular it will make them competitive when applying for posts with a large teaching commitment. Successful graduates will be eligible to apply for HEA Registered Practitioner Status (Fellow of the HEA).

<b>K</b>	<b>Methods for evaluating and improving the quality and standards of teaching and learning</b>
<p>Quality of the course will be ensured at all stages of development and running. The following data will be collected to evaluate quality of the course and facilitate monitoring.</p> <ul style="list-style-type: none"> <li>• Data on applications and enrolment</li> <li>• Feedback from participants from each taught workshop in form of questionnaire</li> <li>• Written feedback from participants from educational supervision and peer review processes</li> <li>• Student evaluation of teaching delivered by participants</li> <li>• Participant performance in assessment</li> <li>• Visiting examiner reports</li> <li>• Teaching sessions undergoing peer review will be videotaped to allow retrospective review of quality of review and feedback</li> </ul> <p>As part of Quality Assurance the Course Committee will provide an annual report to the Taught Postgraduate Course Committee and annual appropriate revisions of the programme specification.</p>	

<b>L</b>	<b>Regulation of assessment</b>
<p>A Board of Examiners shall be appointed annually to serve from 1 October – 30 September with membership nominated by the Course Committee but appointed by the academic board. This membership shall include the Course Director, Chair of the Board (who shall not be the Course Director) and at least three other internal examiners (as defined in General regulations 8.2.1.) deemed appropriate. At least one visiting examiner will be appointed each year as a member of the Board. Assessors may be invited to attend the Board where appropriate. The Assistant Registrar (TPC) shall act as secretary to the Board.</p>	

<b>M</b>	<b>Indicators of quality and standards</b>
<ul style="list-style-type: none"> <li>• Feedback from participants from each taught workshop in form of questionnaire</li> <li>• Written feedback from participants from educational supervision and peer review processes</li> <li>• Student evaluation of teaching delivered by participants</li> <li>• Participant performance in assessment</li> <li>• Visiting examiner reports</li> <li>• Teaching sessions undergoing peer review will be videotaped to allow retrospective review of quality of review and feedback</li> <li>• The HEA has accredited the course and feels it is of National Standard</li> </ul>	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.

Key sources of information are:

Course documents

Student Handbook

The St George's Hospital Medical School prospectus and the Kingston University prospectus

Course leaflets

The St George's Hospital Medical School internet site and the Kingston University internet site

General Regulations for students and programmes of study

QAA subject review reports