

Quality Assurance

Postgraduate Certificate in Medical Education (Distance Learning)

Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele’s Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

This programme specification applies to students starting the programme from September 2019 onwards.

Names of programme(s) and award title(s)	Postgraduate Certificate in Medical Education (Distance Learning)
Mode of study	On-line, part time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration:	Up to 3 years

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

<http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/>

External Examiner(s) names: <http://www.keele.ac.uk/qa/externalexaminers/>

1. What is the philosophy of the Programme?

The programme is aimed at all graduate (or equivalent) healthcare professionals preparing for or are currently engaged in teaching. Credits for the course modules may be transferable across Keele University Faculty of Medicine and Health Sciences Masters level programmes and may lead onto the Postgraduate Diploma and Masters in Medical Education. The client group includes:

- Hospital consultants or other senior clinicians working in the UK or overseas, whether involved in or preparing for undergraduate, postgraduate and inter-professional education
- Doctors in training posts who are keen to advance their educational qualifications and skills
- Specialist registrars in all specialties, where the course is generally recognised by specialist training committees
- Medical & Dental GP trainers and course organisers
- Academic GP registrars
- Clinical pharmacy tutors and educational co-ordinators
- Physicians Associates, Nurses, Physiotherapists, Midwives and other health professionals.

Clinicians working in the NHS and for other health care providers have always been regarded as teachers as well as practitioners, but preparation for and support of teaching has always tended to be informal and involvement in teaching has never before been an effective route for career advancement.

Intended Learning Outcomes – Postgraduate Certificate

As a result of participating fully in this programme, successful students should:

Develop Core knowledge and skills

1. Have analysed and critically evaluated the important theories of learning and demonstrated how these theories inform their teaching practice
2. Have reviewed a range of teaching methods and strategies, incorporated them appropriately into their educational practice and reflected on this process and the outcomes
3. Be able to distinguish between types of assessment and choose methods appropriate to the purpose
4. Relate assessment strategies to learning objectives and outcomes
5. Relate assessment to evaluation of teaching
6. Be able to contrast assessment and appraisal and use these processes appropriately in their educational setting
7. Devise and evaluate assessments for their own students
8. Evaluate the role of an educational supervisor using relevant theories and models
9. Develop feedback, coaching and mentoring skills to support an educational supervisor role within their professional practice
10. Explore the importance of giving, receiving, interpreting and using feedback to facilitate learning
11. Choose appropriate feedback methods to provide effective, quality and timely feedback in a range of situations
12. Explore how to become an effective and innovative educational leader within health professional education
13. Develop reflective educational leaders who are aware of their strengths, limitations/challenges and who are able to proactively develop health professional education.

Develop Professional Values

Successful students will be able to demonstrate:

- a. Commitment to scholarship in teaching, both generally and within their own discipline
- b. Respect for individual learners and for their development and empowerment
- c. Commitment to the development of learning communities, including students, teachers and all those engaged in learning support
- d. Commitment to encouraging participation in higher education and to equality of educational opportunity
- e. Commitment to continue reflection and evaluation and consequent improvement of their own practice
- f. Communicate, understand and work more effectively with colleagues in other health disciplines.

Keele Graduate Attributes

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational

programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

2. How is the Programme taught?

The distance learning course uses an online model comprising of workshops, study guides and independent guided study including observed teaching practice. A variety of educational tools are employed including on-line Blogs, Webinars, Audio and Video Diaries, 'Talking Head' videos and Interactive PowerPoint presentations.

The group size for modules is a maximum of 30 students, with one or two facilitators. Most teaching is based on interactive methods, and supplemented by a virtual learning environment. Modules may include tasks to be completed before starting the module or between blocks. Students are asked to contribute their own views and experiences, either informally during group discussions or by giving short presentations to the group.

3. What is the Structure of the Programme?

The course is offered as a Postgraduate Certificate, and consists of a 30 credit core module (Effective Clinical Teaching), students then select two from three 15 credit optional modules (Educational Leadership, Effective Clinical Supervision and The Reflective Clinical Teacher) A rolling programme of modules, repeated on an annual cycle, allows students to plan modules and study leave well in advance. The modules are listed in the table below:

<i>Compulsory Core Module (30 credits in total)</i>	<i>Module Code</i>	<i>Credit Value</i>
Effective Clinical Teaching	PAR 40023	30 credits
<i>Optional Modules (choose 2 out of 3) (30 credits in total)</i>		
Educational Leadership	PAR-40025	15 credits
Effective Educational Supervision	PAR-40027	15 credits
The Reflective Clinical Teacher	PAR-40021	15 credits

4. How is the Programme Assessed?

Assessment

- Each module comprises a series of formative and summative assessments. Importantly, these will all be timetabled with clear deadlines.
- A variety of assessment methods is used, including essays, task-based assignments, observation of teaching and reflections.
- Each method of assessment is supported by clear criteria for marking; these are explained in the relevant Course Handbooks. The pass mark is 50% for all elements of assessment.

Assessments will be linked to clear statements of intended learning outcomes (ILOs) and Masters level criteria. The Masters criteria for acceptable performance are independent of the topic area and type of assessment. Masters criteria are determined by Keele University and will be made available to students.

Assessment activities are conducted to:

- assess the progress of the students;
- provide feedback to students;
- motivate students by requiring them to demonstrate their understanding of the various topic areas;
- measure achievement at appropriate academic levels;

- provide staff with information about the effectiveness of individual units and modules;
- contribute to quality assurance by monitoring the extent to which students are achieving appropriate standards.

Most forms of assessment will serve several of the above purposes. The form of assessment will be fit for the purpose of allowing students to demonstrate their achievement of the intended learning outcomes.

Formative assessment occurs in a continuous process driven by lecturer-led discussion sessions, one-on-one mentoring and practice presentations and posters. Elements of peer feedback are also used in a formative way.

5. What are the typical admission requirements for the programme?

It is a pre-requisite that applicants will have achieved a recognised degree level award in their chosen area of healthcare. Applicants will also need to demonstrate that they have a substantive post within the NHS or other health care organisation, or Higher Education Institution, which should involve some teaching. The teaching role does not have to be a formal one but you must have the opportunity to engage in teaching practice while you are on the course.

At the discretion of the Management Board, credits may be transferable to this course from equivalent programmes in other universities, subject to Keele University regulations. Further information can be found in the University's policy on Accreditation of Prior Learning (APL) at:

<https://www.keele.ac.uk/qa/programmesandmodules/accreditationofpriorlearning/>

If English is not your first language, you must either hold a degree from an institution where English was the language of instruction or take the International Language Testing System (IELTS) (overall score of 7.0 or higher with a score no lower than 6.0 in each sub-test).

6. How are students supported on the programme?

- The Course Handbook provides key information and guidance on structure, content and assessment, including dates for submission of assignments. The current year's handbook also includes the module dates. The course complies with University policy on student pastoral and academic support.
- The Course Administrator is based in Keele Hall and is available to students by phone, email or in person.
- Individual module leads are always available via email contact.
- All students are allocated an Academic Development tutor from the teaching faculty:

Academic Development Tutor

- Aim:
 - To offer an individual resource for students that are undergoing academic or personal issues that may detrimentally affect the students' academic output.
 - To check the student's general academic and social progress.
- Structure:
 - Student and Academic Development Tutor to make contact a minimum of once a year (N.B. This meeting frequency may be increased should special needs deem it necessary).
 - Meeting to be set up by student/mentor with course administrator being kept informed of meeting occurrence.
 - What was discussed at each meeting should be briefly documented on the electronic student file and kept confidentially by the course administrator, tutor and the student.

More information is available in the University's Code of Practice on Personal Tutoring at

<https://www.keele.ac.uk/personaltutoring/>

- The course will be delivered in English.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre.

7. Learning Resources

All students have access to the main campus library and to the health library at the Clinical Education Centre (CEC). In addition, most modules have key reading materials on the Keele Virtual Learning Environment (KLE). Each module has a prescribed and a recommended reading list.

8. Other learning opportunities

All students are encouraged to become members of ASME (The Association for the Study of Medical Education) and additionally are invited to attend the annual medical education conference held at Keele University Medical School.

All the modules are available as CPD modules, support is offered by the module leaders and participants are encouraged to convert to full enrolment by undertaking the assessments and gaining the academic credits.

9. Quality management and enhancement

The Course Director assumes overall management responsibility for the programme and is accountable to the Director of Postgraduate Programmes and the School of Medicine Postgraduate Learning & Teaching Committee (PGLTC). A student representative is invited to attend PGLTC meetings, and coordinate student feedback from his/her peer group. Module evaluation forms are collected at the end of each module and the comments addressed by module leads.

Additionally, the Course Director responds to information from:

- Student feedback
- Module evaluation questionnaires
- Regular module leaders' meetings
- Meetings between the programme leads of the cognate courses
- Annual Examinations Board
- Annual External Examiner Reports
- Annual Programme Review Report to the University
- School of Medicine staff development programme.

All modules are individually evaluated using the Keele evaluation programme aligned to the National Student Survey (NSS) and Teaching Excellence Framework (TEF).

10. The principles of programme design

All module specifications are approved by School and Faculty Learning and Teaching Committees. The programme described in this document has been drawn up with reference to and in accordance with the guidance set out in the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- b. The General Medical Council 'Recognising and Approving Trainers' GMC, March 2013
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created	December 2018	Reviewed at Scrutiny Panel 13 Dec 2018 and approved at PGLTC on 4 Feb 2019.
Revision history		
Date approved		