

Course Specification

Published Date:	15-Aug-2017
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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	BU038P36UV	Part-time Block Release	1 Years
Course Title:	Postgraduate Certificate Medical Education		
Hierarchy of Awards:	Postgraduate Certificate Medical Education University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	30/May/2017		
Last Review:	2016/7		
Course Specification valid from:	2010/1		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Mrs Elaine Kirkham
Head of Department:	Mrs Janet Firth

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

To join the Postgraduate Certificate in Medical Education participants:

Will normally be healthcare professionals who occupy or, have occupied, a position where they deliver or manage learning, training and development, within a Healthcare environment. They will also need to hold one of the following qualifications:

- A first or second class honours degree from a UK university or overseas equivalent
- a professional qualification deemed to be equivalent to an appropriate honours degree
- qualifications and experience deemed to be equivalent to the above.

We also welcome applications from individuals who do not possess the above qualifications but who are more mature individuals and have significant teaching, training and development experience within healthcare organisations. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to succeed on, and contribute to, the programme.

Distinctive Features of the Course:

The Postgraduate Certificate Medical Education is a recognised and relevant qualification for medical and clinical practitioners who are or who may be training, coaching, mentoring and assessing learners in the NHS and related sectors.

This course has developed from many years of experience of delivering relevant learning outcomes to medical educators. It is based upon a good awareness of training needs in this context.

You will leave the programme with a range of skills, and with confidence to lead within the complexity of the health and social care environment. You will have a qualification that is appropriate, valued and relevant in the Health sector and which can aid your development and career progression.

Staff leading and delivering the programme engage in advisory and commissioning roles within the health and social care contexts, contributing to national and regional initiatives. The Course Leader is a member of the Higher Education Academy Community of Practice for Medical/Clinical Educators, which aims to develop best practice models and share resources and expertise in the delivery of medical education.

Successful completion of the Postgraduate Certificate Medical Education also enables progression onto the

MSc Health Care Leadership, .with accreditation of prior certified learning for one module.

Educational Aims of the Course:

The Postgraduate Certificate Medical Education is a vocationally focused programme intended to prepare hospital- based doctors (at SHO, Registrar, Specialist Registrar and Consultant level), GPs, Senior Clinical Grades and related health professionals, to become medical educators in the workplace and to improve existing skills and knowledge.

The Postgraduate Certificate Medical Education course explores the nature of teaching and learning in the clinical environment. It focuses upon the ways in which the medical teacher-practitioner may enable learning through a range of methodologies. It also explores the rationale and methods by which clinical learning is assessed across a range of metrics, critically evaluating the effectiveness of these instruments.

Upon completion of the Postgraduate Certificate Medical Education, you will have achieved an understanding of how people learn and a range of teaching and learning methodologies. You will have studied how training needs are identified, how learning is assessed and how training interventions may be evaluated. Additionally you will have learned how to improve performance through reflective practice. This will be achieved via a range of teaching and learning methods, delivered within a contextually relevant and academically challenging programme of study.

Intakes:

September
February

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Part Time	£2760.00
2017/8	EU	Part Time	£2760.00

PSRB:

None

Course Structure:

February (Part-Time)

Postgraduate Certificate Students will study 60 credits for their award.

Module	Title	Credits	Period	Type
7HR013	Design and Deliver Medical Education	20	INJR	Core
7HR014	People Development in Health Care	20	SEM2	Core
7HR010	The Reflective Practitioner	20	SEM2	Core

September (Part-Time)

Postgraduate Certificate Students will study 60 credits for their award.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7HR013	Design and Deliver Medical Education	20	INJR	Core
7HR014	People Development in Health Care	20	SEM2	Core
7HR010	The Reflective Practitioner	20	SEM2	Core

Learning, Teaching and Assessment

Academic Regulations Exemption:

Request for exemption from the PG Academic Framework to permit the delivery of module 7HR013 in block one, but assessment in block2 was approved.

(Approval by ARSC 27/07/11)

Reference Points:

- [Subject Benchmarks – Postgraduate Masters](#) - Masters awards in Business & Management
- [Framework for Higher Education Qualifications \(FHEQ\)](#)

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Critically apply knowledge, understanding and skills appropriate to a postgraduate role of medical educator, within the health sector and the specific clinical context

PGCert Course Learning Outcome 2 (PGCCL02)

Critically appraise key concepts and theoretical positions that have been developed, or are developing, within learning, teaching, training, assessing and evaluating learning interventions and professional development

PGCert Course Learning Outcome 3 (PGCCL03)

Reflect on the academic and practical application of medical education theories and practices

PGCert Course Learning Outcome 4 (PGCCL04)

Demonstrate a broad range of transferable skills, both personal and academic, enabling the individual to maximise the range and relevance of their CPD

PGCert Course Learning Outcome 5 (PGCCL05)

Analyse and synthesise theory and practice, presenting findings in confident, digitally literate and innovative media as a medical educator

PGCert Course Learning Outcome 6 (PGCCL06)

Critically appraise clinical and medical education professional standards within the health sector and recognise obligations to their learners, the profession and society

Overview of Assessment:

Module	Title	Course Learning Outcomes
7HR010	The Reflective Practitioner	PGCCL03, PGCCL04, PGCCL05
7HR013	Design and Deliver Medical Education	PGCCL02, PGCCL03, PGCCL05
7HR014	People Development in Health Care	PGCCL01, PGCCL02

Teaching, Learning and Assessment:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments. Flexible and interactive e-learning opportunities (including VLE) will be a feature of learning. Personal reflection and collaborative learning will be vital components of this course and students will be expected to participate fully.

Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course may make use of case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources, including academic journals. Students will work autonomously as well as interactively within group exercises. In order to progress and show knowledge and skill at Master's level requires a significant amount of self directed as well as lecturer directed reading and this forms a significant part of this course.

Both formative and summative assessment tasks will enhance opportunities for learning.

Where appropriate visiting speakers, external visits and real-time (as opposed to text book) case based activities will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised.

Student Support:

In the Postgraduate Certificate Medical Education programme, a real emphasis will be placed upon ensuring that students are offered significant levels of tutor support and individual coaching within UWBS. This will include a focus upon academic staff facilitating individual meetings and study skill sessions with students, feedback on student reflection through Pebblepad, tutor feedback on one *in situ* individual teaching observation, and peer feedback on one micro-teach.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who

are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.

The Special Needs Tutor (SNT) liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The SNT also monitors requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The SNT takes a proactive role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This programme has been specifically designed to provide relevant knowledge and skills for those acting in the role of medical educator in the health sector context.



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