

**PROGRAMME SPECIFICATION
FOR TAUGHT PROGRAMMES AT ALL LEVELS**

Name of Programme:		Medical Education	
Final award (BSc, MA etc):		Postgraduate Certificate in Medical Education	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Medicine and Education	Parent Department: (the department responsible for the administration of the programme)	Postgraduate Medicine
Length of the programme: (please note any periods spent away from Buckingham, e.g placements)	Up to 3 years (typical length one year)	Method of study: Full-time/Part-time/Other	Part time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	Masters - Level 7	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	
Professional body accreditation (if applicable):	Accreditation currently being sought from <i>AdvanceHE (2017) – The UK Professional Standards Framework for teaching and supporting learning in Higher Education.</i> <i>Academy of Medical Educators (2014) Professional Standards for Medical, Dental and Veterinary Educators.</i>		
Criteria for admission to the programme:	Undergraduate degree in medicine, dentistry and related health profession. Able to access opportunities to teach/support learning	Cohort(s) to which this programme specification is applicable: (e.g.from 2012 intake onwards)	2018
UCAS Code	Not Applicable		

Summary of Programme

- This part-time, Masters-level programme is designed for healthcare professionals involved in medical education and training. There are growing expectations that those with educational roles and responsibilities should engage in professional development activity to enable them to model and uphold the highest standards of professional education and training. The programme has therefore been designed with explicit reference to the professional standards articulated by AdvanceHE (2017), The General Medical Council (2016) and the Academy of Medical Educators (2014).
- The programme provides a sound foundation for clinicians, and clinical-academics who support undergraduate medical students and/or postgraduate trainees' learning in Higher and Professional Education settings, including the clinical workplace.
- The programme has been designed in collaboration with clinicians, for clinicians. As a result, the structure of the programme allows students a degree of flexibility over module choice and attendance dates, minimising the potential for service disruption and allowing students to develop areas of expertise relevant to role responsibilities.
- Teaching, learning and assessment methods enable clinicians to make explicit connections between learning on the programme and their educational practice; their practice is developed alongside their learning on the programme.
- The programme is designed to widen students' experiences of contemporary teaching, learning and assessment practices. In this way, their experience as learners shapes the development of their own educational practices.
- The programme is structured around a core, introductory module (Medical Education: Principles and Practice) and a choice of Option Modules (Approaches to Clinical Teaching and Effective Supervision OR Learning in Clinical Teams: Simulation and Work Based Learning). This structure ensures that students can personalise their programme to align with professional interests and development needs whilst still meeting the professional standards of two Accrediting bodies (AdvanceHE and the Academy of Medical Educators) and of the GMC.

Educational Aims of the Programme

The programme is designed to support the educational development of those involved in medical education and training. It aims to produce graduates who

- create welcoming, safe and purposeful learning environments
- design and deliver engaging and effective teaching, learning and assessment activities
- have purposeful, developmental conversations with learners that support their personal, professional and career development
- have a sound grasp of key educational theories and concepts, drawing on these to develop and critique their own and others' educational practice
- adopt a critically reflective and reflexive approach to medical education and training

Programme Outcomes

Educational Aims of the programme

Knowledge and understanding of:

Core concepts of *competence, reflective practice* and *communities of practice*, relating these to medical learning

The principles, purposes and practices of *formative assessment* as the basis for supporting learner development



Teaching/Learning Strategy

Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding

There are three key elements to the programme teaching and learning strategy: face to face learning (which has a strong experiential element); directed, task-based learning and independent learning. The task-based learning is explicitly linked to assessment activity, ensuring formative assessment activity is actively modelled and built into the programme.

Core concepts are introduced and discussed in scheduled seminars. As part of the core module, students are required to engage in a peer facilitated medical education reading group where their understandings are broadened and deepened.

Formative assessment is one of the key concepts they will explore and approaches will be modelled explicitly (in workshops). The core module requires students to engage in peer observation of teaching – this allows them to consider the value of formative assessment in relation to their own development as educators.

	→	<p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the knowledge and understanding</i></p> <p>Assessment activity is closely aligned to the directed, task based activity undertaken by students. This includes a requirement to record reflections on taught sessions (including seminars) and a range of literature based activity. Formative assessment is built into modules, including early assessment points where students can rehearse writing in academic/reflective genres and receive feedback and guidance to further develop their academic literacies.</p> <p>Each of the three modules (core plus options) requires literature-based assessment activity, either as a stand-alone self-directed task (Core) or as independent activity that feeds into one or both of the summatively-assessed assignments. In the core unit, students are directed to specific readings on the theme of assessment. In the option units, they are required to search and select appropriate literature independently.</p>
<p><u>Cognitive (thinking) skills:</u></p> <p>By critically appraising their own and others' teaching practice, drawing upon feedback from learners/observers as a basis for identifying ways to enhance current practice</p> <p>By critically evaluating selected educational research and/or literature, using this as the basis to support adopted practice or suggest innovations to practice, and</p> <p>By producing written work that is appropriate to genre and demonstrates a critical understanding of educational theories and related practice</p>	→	<p><u>Teaching/Learning Strategy:</u> <i>Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills</i></p> <p>Taught sessions include seminars/workshops, where approaches to teaching, learning and assessment are modelled, rehearsed and critiqued. This forms the basis for subsequent directed activity that includes tutor observation of teaching (core module), peer observation of teaching (Option Module), and a final authentication of practice observation of their teaching conducted by an external educator selected by students and approved by the Programme Lead. There are also 'record and review' type sessions focussed on feedback and /or debriefing skills. The ability to critique practice and offer ways forward to enhance or innovate is a key theme throughout the programme.</p> <p>Students have opportunities to rehearse the critical evaluation of literature in seminars (taught sessions) and in a peer led medical education journal club (directed activity) in the Core Module. They are expected to read widely and critically throughout the programme, with this being a key element of independent activity.</p>

Assessment Strategy:

Explain the strategies used to assess the achievement of each part of the cognitive skills



Assessment activity is closely aligned to the directed, task based activity undertaken by students. Formative assessment is built into modules, including early assessment points where students can rehearse writing in academic / reflective genres and receive feedback and guidance to further develop their academic literacies.

Each of the three modules (core plus options) has an assessment task where they are required to review their own practice and suggest changes with a rationale. In the core module this is based on a tutor observation of their teaching; in the optional units this is based on recorded sessions that they self-critique.

All modules require written reflections as self-directed task-based activity. In this way students develop skills in writing for a range of academic purposes or formats.

<p><u>Practical/Transferable skills:</u></p> <p>By identifying and implementing strategies to ensure safe and supportive working and learning environments for students and/or trainees</p> <p>By drawing upon a range of information in order to identify and respond to the needs of learners, aligning teaching methods /learning activities accordingly</p> <p>By effectively designing, implementing and evaluating teaching sessions that actively and purposefully engage learners, across a range of contexts and formats</p> <p>By adopting supervision methods that appropriately brief and debrief learners, offering high quality feedback that supports their further development</p>	<p>→</p>	<p><u>Teaching/Learning Strategy:</u></p> <p><i>Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills</i></p> <p>Taught sessions are highly interactive, providing opportunities to discuss and debate key approaches to teaching, learning and assessment in medical education. Workshops provide opportunities to rehearse and review a wide range of approaches, leading to further experimentation in the directed, task-based elements of each module.</p> <p>The core module includes a focus on transitions and preparedness, that is taken into the optional modules where students have to critique the clinical learning environments they work in and come up with plans for orientation and/or induction for students /trainees.</p> <p>A number of self-directed tasks require students to design, implement and evaluate authentic clinical teaching /supervision activities with one or more learners in a range of contexts. In the Core Module, this is a Learning Needs Analysis leading to a lesson plan; in the optional units students are required to rehearse feedback, briefing and debrief skills, identifying how to enhance their own practice.</p>
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	→	<p>Assessment Strategy: <i>Explain the strategies used to assess the achievement of each part of the practical/transferable skills</i></p> <p>Assessment activity is closely aligned to the directed, task based activity undertaken by students. Formative assessment is built into modules, including early assessment points where students can rehearse writing in academic / reflective genres and receive feedback and guidance to further develop their academic literacies.</p> <p>For each of the three modules, the final summative assessment is designed to ensure that students reflect upon their learning and development in a purposeful way. They are required to submit the self-directed tasks along with a linked Reflective Narrative (second of two assignments) that illustrates the ways in which their thinking and practice is developing. These tasks include a range of activities where they plan, implement and evaluate their own approaches to teaching (see above).</p> <p>In addition, each of the three modules (core plus options) has an assessment task where they are required to review their own practice and suggest changes with a rationale. In the core module this is based on peer observation of teaching; in the optional units this is based on recorded sessions that they self-critique.</p>
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External Reference Points

The following reference points were used in designing the programme

- Academy of Medical Educators- Professional Standards for Medical, Dental and Veterinary Educators. (<http://www.medicaleducators.org/Professional-Standards>).
- COPDEND (2013) Standards for Dental Educators (http://www.copdend.org/data/files/Downloads/COPDEND_Standards%20high%20resolution.pdf)
- General Medical Council (2016) Promoting excellence: standards for medical education and training. (<http://www.gmc-uk.org/education/standards.asp>);
- Higher Education Academy – UK Professional Standards Framework (https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf);
- QAA Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>);
- QAA (2010) Master’s degree characteristics. (<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>);

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 course unit/module can be found in the departmental or programme handbook. The accuracy of the information

contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Professor John C. Clapham Professor Geraint Jones
Date of Production:	2018
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	