



Programme Specification

Postgraduate Certificate / Postgraduate Diploma in Clinical Education

Valid from: September 2016

**Faculty of Health and Life Sciences /
Health Education Thames Valley**

SECTION 1: GENERAL INFORMATION

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| Awarding body: | Oxford Brookes University |
| Teaching institution and location: | Health Education Thames Valley |
| Final award: | Postgraduate Certificate Postgraduate Diploma |
| Programme title: | Clinical Education |
| Interim exit awards and award titles: | Postgraduate Certificate |
| Brookes course code: | NH77 (PG Cert. CE) TBC PG Dip. CE) |
| UCAS/UKPASS code: | X370 |
| JACS code: | |
| Mode of delivery: | Face to face |
| Mode/s of study: | Part-time |
| Language of study: | English |
| Relevant QAA subject benchmark statement/s: | There are no subject benchmark statements for Education Studies at Level 7 but cognisance has been taken of FHEQ generic Level 7 descriptors |
| External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i> | None |
| Faculty managing the programme: | Health and Life Sciences |
| Date of production (or most recent revision) of specification: | 28.10.15 |

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for / distinctiveness of the programme

This programme has been developed specifically to develop clinical educators capable of facilitating the vision of Health Education Thames Valley (HETV) 'to ensure excellence in education and training to develop a highly capable, flexible and motivated workforce that delivers improvements in health for the population of Thames Valley'. HETV's vision calls for clinical educators capable of creating a transformative learning environment for continuous professional development among the workforce that will deliver better care to patients.

The establishment of HETV emphasises the need to integrate training both across professions and into practice by modelling interdisciplinary learning. Interprofessional and interdisciplinary learning is becoming increasingly commonplace and, when effective, can result in improved patient care. Bringing together clinical educators from all professions and disciplines to learn about evidence-based educational practice with and from each other, this programme will break down inter-professional barriers and promote collaborative learning and practice.

Offering exit points at both Postgraduate Certificate and Postgraduate Diploma in Clinical Education, this programme enables experienced clinical educators to explore current challenges in clinical education and to apply their learning directly to their professional practice.

2.2 Aim of the programme

The overall aim of the programme is to support the development of reflective clinical educators able to lead on learning and teaching. These clinical educators will devise and facilitate effective learning programmes in multi-professional health settings which place patients at the centre of clinical education.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills:

Throughout the programme course participants draw on a range of practical experience and theoretical considerations in order to develop and demonstrate their ability to:

3.1 Academic literacy

- adopt a wide range of evidence based approaches to learning, teaching and assessment, developing skills to facilitate them effectively
- critically analyse educational theories relevant to learning, teaching and assessment in their generic field of practice
- evaluate the impact of local, national and international policies and tools on curriculum design, delivery, assessment and evaluation, developing effective strategies to develop learning organisations, promoting interprofessional collaboration and practice/service-wide involvement in the delivery of learning programmes *

3.2 Research literacy

- critically analyse own practice, developing learner-centred approaches to learning, incorporating the learners' agenda and providing effective feedback through negotiated learning programmes
- demonstrate an awareness of current research in learning and teaching, an ability to critique and apply as appropriate to own context
- adopt an action learning approach to learning and teaching, constantly evaluating own practice and using reflection and educational research to adapt and develop as an educator *

3.3 Critical self-awareness and personal literacy

- demonstrate a robust commitment to scholarship and reflection as key elements of their professional practice as educators
- demonstrate an ability to critique own practice as an educator and embrace new approaches
- demonstrate on-going commitment to continual professional development as educators
- demonstrate leadership in implementing high quality educational interventions in own context *

3.4 Digital and information literacy

- use appropriate technology to search for relevant information, critically engage with it and apply it appropriately in their context as educators
- critically evaluate techniques and tools for learning, including information technology, and use these to inform the development of their approach to learning, appropriate to their own context
- embrace appropriate technology to enhance learning in formal and non-formal contexts *

3.5 Active citizenship

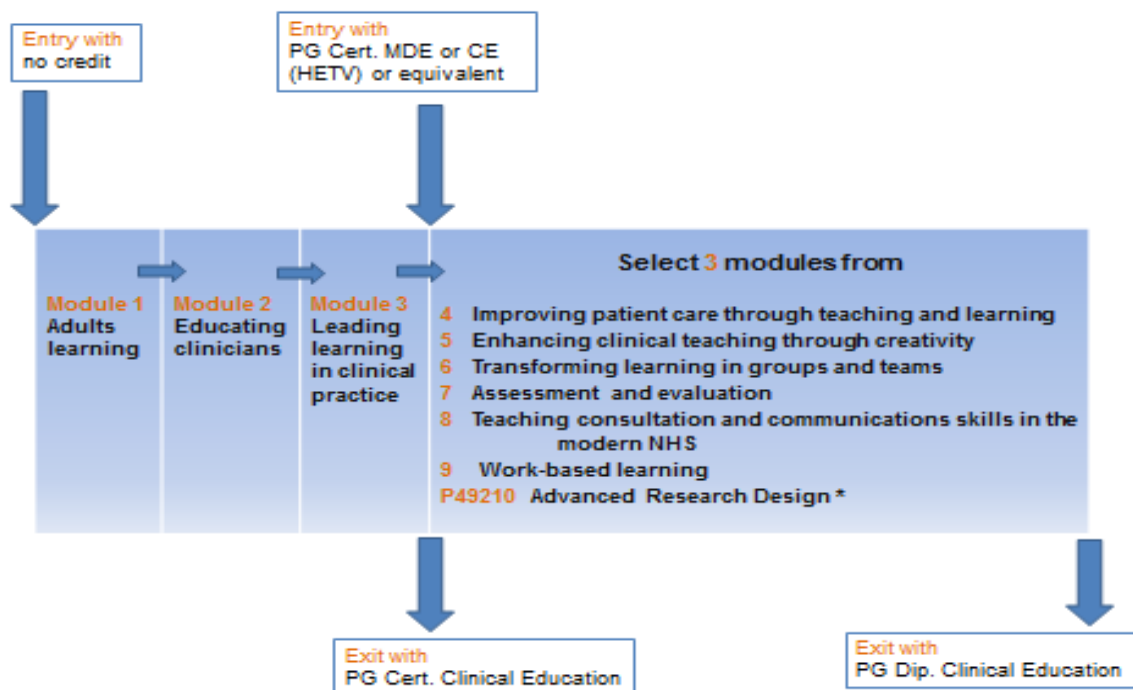
- demonstrate a willingness to question own values and pre-conceptions responsibly and ethically as a health professional and educator working in a multi-professional context
- recognise the value of cross-cultural awareness and use diversity as a positive tool for learning
- evaluate the relevance of social justice in devising and implementing learning programmes for future generation health professionals. *

* specifically relating to modules 4-9

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

Entry to the Clinical Education programme is at two levels (see below). Course participants may elect to exit the programme at either Postgraduate Certificate or Postgraduate Diploma level.



*Notes:

Entrants with a PG Cert. in Medical Education or Medical and Dental Education from HETV completed prior to 2010 will need to demonstrate that they are actively maintaining their knowledge and practice, for example, as an active trainer.

Entrants with a PG Cert. in Medical or Clinical Education from another institution will be able to enter the programme at PG Dip level providing their PG Cert. included a strong element of reflective practice and observation of teaching either simulated or in the workplace, or that these features of their teaching can be evidenced from their practice.

Modules 4-9 can be taken individually as independent study modules with the award of 20 credits at level 7 per module as part of a CPD programme. However, this would not result in the named award PG Cert. / Dip. Clinical Education.

The Advanced Research Design module is a pre-requisite for the Dissertation module and therefore is strongly recommended for course participants intending to progress to the Oxford Brookes Open Award scheme to complete their Masters.

The **Postgraduate Certificate in Clinical Education** is delivered over a calendar year and consists of three modules, each consisting of a 3 day intensive study block with practice-based work before and after the intensive study block.

| Module number | Module name | Credits (level 7) | Timing | Status | Award |
|---------------|---------------------------------------|-------------------|-----------------|------------|---------|
| 1 | Adults learning | 20 | 1 st | Compulsory | PG Cert |
| 2 | Educating clinicians | 20 | 2 nd | Compulsory | PG Cert |
| 3 | Leading learning in clinical practice | 20 | 3 rd | Compulsory | PG Cert |

The programme has been designed for the modules to be completed sequentially. It is possible to intermit after module 2, returning to undertake module 3 the following year. Module 3 can also be taken as a stand-alone module.

After completing a module and the assessment tasks, successful candidates will be awarded 20 CAT credits at level 7. Each module attracts 20 CAT credits at level 7 leading to a total of 60 CAT credits at level 7 over three modules.

Credits acquired through this programme are fully recognised in the Student Designed Award / Professional Development Degree at Oxford Brookes University and may be acceptable at other Higher Education Institutions (HEIs) offering masters level qualifications in clinical education.

The **Postgraduate Diploma in Clinical Education** requires completion of the 3 core modules (or an equivalent PG Cert.) followed by 3 of the following modules.

| Module number | Module name | Credits (level 7) | Timing | Status | Award |
|---------------|--|-------------------|----------------|----------|--------|
| 4 | Improving patient care through learning and teaching | 20 | Year 1 | Optional | PG Dip |
| 5 | Enhancing clinical teaching and learning through creativity | 20 | Year 1 | Optional | PG Dip |
| 6 | Transforming learning in groups and teams | 20 | Year 1 | Optional | PG Dip |
| 7 | Assessment and evaluation | 20 | Year 2 | Optional | PG Dip |
| 8 | Teaching communication and consultation skills in the modern NHS | 20 | Year 2 | Optional | PG Dip |
| 9 | Work-based learning | 20 | Each year | Optional | PG Dip |
| P49210 | Advanced Research Design | 20 | 3 times / year | Optional | PG Dip |

The Work-based Learning module enables course participants to select themes from the programme and apply them directly through a work-based learning contract.

The Advanced Research Design module, offered by Oxford Brookes University, is optional for those undertaking the Postgraduate Diploma in Clinical Education and compulsory for those wishing to progress to a Masters in Clinical Education through the Oxford Brookes Open Award scheme.

4.2 Professional requirements

Not applicable

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The teaching and learning approach for modules 1 – 8 is constructivist, using a range of interactive and participatory activities. Face-to-face contact takes place over three consecutive days per module with a strong emphasis on group work in tutor groups (6-8 course participants) from different specialties. Each module provides at least 22 hours direct learning experiences during each intensive study block supported by online interaction through the virtual learning environment (VLE).

During the intensive study blocks mini-lectures are given on key topics, followed by interactive, participatory workshops which provide a framework within which course participants integrate theory and practice. Simulation is used to enable participants to try out different approaches and peer feedback is a strong feature. Simulation activities build progressively throughout the course. Initially, course participants use their own videos of consultations or tutorials as teaching tools. This is followed by course participants facilitating short tutorials with trainees (e.g. foundation dentists and GP registrars). These activities enable course participants to identify their learning and development needs as clinical educators. These feed into their personal development plans (PDPs) and Mutually Agreed Statements of Learning (MASLs), thereby linking teaching and learning with assessment.

The Work-based Learning (WBL) module uses a negotiated workplace learning contract with 15 hours of tutorial support with a workplace mentor and academic tutor and 5 hours of online interaction. Course participants selecting the WBL module need to have strong independent learning skills.

Advanced Research Design, delivered by Oxford Brookes University, is a taught module with expert lectures supported by seminar groups. It is a requirement for those wishing to complete their masters through the Brookes Open Award Scheme and provides an excellent grounding in research.

See tables (next page) for an overview of the programme modules.

Assessment supports learning

The assessment strategy is in line with the Brookes Assessment Compact.

The assessment tasks have been designed as a coherent set of learning and assessment activities integrated across the programme. The assessment is 100% coursework. Each of the module assessment tasks is linked to the overall programme learning outcomes as well as the specific module learning outcomes.

The assignment tasks complement and build on each other throughout the programme.

For PG Cert. CE course participants, in module 1 that will undertake a single learning episode in their clinical specialty. The evaluation of this session feeds into their self-assessment as clinical educators, which inform their learning goals for their portfolio for module two. The module three assignment requires course participants to critically analyse the context within which they practice as clinical educators. This awareness begins to develop through modules one and two and is further developed in module 3.

For those progressing on to the PG Dip. CE, the assignments for modules 4 - 9 each require course participants to: (i) apply the key themes from the module to their own practice as clinical educators; (ii) devise interventions relevant to their professional role; and (iii) reflect on the effectiveness of these interventions.

A variety of assessment activities, including a case study, a portfolio of development as a clinical educator and a formal academic essay, have been selected for three reasons:

- to ensure course participants demonstrate appropriate knowledge of educational principles **and** their ability to apply these principles in practice as clinical educators;
- to appeal to the range of preferred learning preferences among course participants and enable all to demonstrate their strengths;
- to enable course participants, as clinical educators, to experience different assessment activities as learners, and to make more informed decisions about which they might use in their own practice as clinical educators.

Each assessment task requires skills in reflective writing, critical analysis and knowledge of appropriate educational concepts. Course participants are therefore able to develop their proficiency in these essential skills as they progress through the programme.

Developing course participants' assessment literacy

Course participants' assessment literacy is developed through a process of collaborative engagement with the assessment tasks and criteria at the outset of the programme, building skills in assessment from module to module. Feedback from tutors is integrated into course participants' development.

The assessment literacy of course participants is developed through collaborative sessions including the following:

- problem based learning (PBL) activities to increase their awareness of the assessment criteria, master's level academic writing, referencing and avoiding plagiarism;
- collaborative activities carried out in tutor groups during each intensive study block module. These are linked to the specific module assignments and enables course participants to clarify the assignment requirements through dialogue with peers and tutors;
- e-discussions in tutor groups after the intensive study blocks to provide mutual support, sound out ideas and share resources for their assignments.

The following are provided on the VLE for use during the collaborative sessions and during self-directed study:

- exemplar assignments from previous cohorts;
- a summary of some of the key reasons for low marks being awarded to previous course participants (poor referencing, lack of critical analysis and a lack of evidence of personal development as a clinical educator);
- an activity on avoiding plagiarism, and examples of poor use of the literature from previous assignments;
- a summary of the key elements which lead to high and low marks for each of the six assessment criteria;
- the Oxford Brookes referencing guide developed by staff in the Faculty, formerly the School of Health and Social Care.

Opportunities for formative feedback are embedded into the assessment process for all modules. Course participants post their initial ideas for their learning assignments to an e-discussion and engage in giving and receiving feedback from the group tutor and peers which informs the development of their assignment.

All course participants will have an opportunity to submit a full draft of their assignment for formative written feedback by their group tutor in each of the three modules.

Relational nature of assessment

The relational nature of assessment is explored as a specific topic during the PG Cert. CE intensive study blocks. Each course participant will assess learners/trainees in their own practice as clinical educators and therefore need the capacity to develop appropriate relationships for effective and valid assessment and feedback.

Throughout the programme course participants give and receive feedback from each other and the course tutors. This leads onto discussions about what makes feedback effective and the kinds of assessment activities which are relevant and promote learning, as well as those which can undermine and hinder learning.

The assessment tasks have been selected to be relevant to course participants as clinical educators in order to encourage transferability of skills, as well as to engage their enthusiasm and motivation in the assessment tasks (see table of assessment activities).

Communities of assessment practice

Learning communities are a central feature of the programme. Course participants engage in peer discussion and feedback about the assessment activities and processes through the collaborative activities listed previously.

In addition the following takes place as part of the processes of goal-setting and identification of progress against learning goals in module two:

- peer feedback in tutor groups, on strengths and areas for development as clinical educators to inform their self-assessment at the beginning of the programme which forms the baseline for their module 2 portfolio of development and learning;
- peer feedback in tutor groups on progress towards their learning goals as clinical educators at the end of module two, to inform their portfolios.

A range of assignments is used to address the module learning outcomes and also to enable students to experience different assessment methods and to demonstrate a range of academic and practice-focused skills, knowledge and attitudes (see table).

| <i>Module number</i> | <i>Module name</i> | <i>Assessment task</i> |
|----------------------|--|---|
| 1 | Adults learning | Case study using an example from own practice of a single 'learning scenario'. |
| 2 | Educating clinicians | Portfolio demonstrating progress and competence as a facilitator. |
| 3 | Leading learning in clinical practice | An academic essay analysing the current context of a clinical education in own specialty, identifying the driving forces for and inhibitors to change, followed by designing a specific educational intervention in own specialty. |
| 4 | Improving patient care through teaching and learning | A reflective report on a Quality Improvement Project undertaken in own workplace. |
| 5 | Enhancing clinical teaching and learning through creativity | A reflective essay on devising a Parallel chart (Charon) and a creative teaching intervention in own workplace. |
| 6 | Transforming learning in groups and teams | A case study of a facilitation challenge. |
| 7 | Assessment and evaluation | An academic essay comparing and contrasting two assessments processes. An evaluative report of a change made in own teaching practice. |
| 8 | Teaching communication and consultation skills in the modern NHS | A case study of a communication / consultation challenge from own workplace. |
| 9 | Work-based learning | A portfolio of achievement and reflection consisting of an approved WBL contract, evidence of achievement in own practice and a critical reflection on the process. |
| P49210 | Advanced Research Design | A research proposal. |

Assessment criteria

All course work is marked using the following criteria which link to the Brookes Postgraduate Attributes (in brackets):

Presentation and product: the ability to communicate and present clearly, to choose and use appropriate media, to use referencing skills accurately, to demonstrate articulate and fluent expression with a coherent structure and logical flow. (*Links to academic literacy*)

Knowledge base and perception: the ability to search for relevant sources of knowledge carefully and systematically from a variety of sources, the ability to discriminate between knowledge gained by systematic enquiry and that arising from commentary and anecdotal evidence. (*Links to research literacy / digital and information literacy*)

Diversity: the ability to recognise and value diversity, to operate in a non-discriminatory manner, valuing different perspectives and recognising issues of equity and social justice as integral to health and social care. (*Links to active citizenship*)

Critical analysis and judgement: the ability to identify the nature and constituents of a problem, involving the systematic, logical and coherent consideration of available sources of information; to recognise consistency and reconcile inconsistency between diverse information; to communicate a

variety of perspectives based on an analysis of the complexity of a situation. (*Links to academic literacy / research literacy*)

Creativity: the ability to draw together elements of knowledge and understanding to develop new concepts and ideas which lead to new insights and which have clear applications to practice. (*Links to critical self-awareness and personal literacy*)

Evidence of learning: the ability to evaluate effectiveness of own and others' performance, identifying learning achieved and future learning needs, and make explicit links between theory and practice, thereby enhancing self-awareness and driving forward personal development. (*Links to critical self-awareness and personal literacy*)

Details of the following are included in the programme handbook, available on the programme Moodle site;

- assignments
- submission dates
- processes for obtaining formative feedback
- circumstances under which extensions will be granted and processes to apply
- penalties for late submission
- policy on plagiarism and cheating
- dates for feedback
- grades and assessment criteria
- external examiner role
- Examinations Board.

Every attempt is made to ensure that the assessment procedure is as transparent, consistent and fair as possible, whilst being robust and consistent with national standards.

5.2 Assessment regulations

The programme conforms to the University Regulations for Postgraduate Taught (PGT) programmes <http://www.brookes.ac.uk/regulations/current/specific/b4/b4-8/>

SECTION 6: ADMISSIONS

6.1 Entry criteria

All applicants to the programme should:

- be employed in, or have access to, a health care setting that will enable the achievement of the learning outcomes e.g. hold a post which includes a significant role as an educator/facilitator in a health care setting
- hold an honours degree or a professional qualification equivalent to a first degree or be able to provide evidence of their ability to study at level 7
- meet the English language requirements of Oxford Brookes University <http://www.brookes.ac.uk/international/apply/English>

Entrants to the programme with a clinical role should:

- be a registered health care professional with a registration acceptable to the relevant United Kingdom professional body
- have a minimum of two years professional practice experience

Entrants with a PG Cert. in Medical Education or Medical and Dental Education from HETV completed prior to 2010 will need to demonstrate that they are actively maintaining their knowledge and practice, for example, as an active trainer.

Entrants with a PG Cert. in Medical or Clinical Education from another institution will be able to enter the programme at PG Dip level providing their PG Cert. included a strong element of reflective practice and

observation of teaching either simulated or in the workplace, or that these features of their teaching can be evidenced from their practice. They will need to demonstrate that they are actively maintaining their knowledge and practice, for example as an active trainer.

For course participants taking standalone modules, they will be required to demonstrate their suitability to study at level 7 through either evidence of completion of a master's level module in the preceding 5 years or completion of a pre-module piece of writing critically analysing one of the key texts for the module. Where course participants submit pre-course writing, it will not be used to exclude someone from the module. They will receive written feedback summarising the strengths and weaknesses of their academic writing and suggested actions they should take to increase their chances of successfully completing the module.

6.2 DBS checks

Not applicable

SECTION 7: COURSE PARTICIPANT SUPPORT AND GUIDANCE

The following sources of advice and guidance are available to course participants.

- **Programme administrator**
The programme administrator is the first point of contact for enquiries relating to the programme and in providing general information and advice on programme dates, fees, logistics and access to the web platform.
- **Pre-course information**
The course has a web presence which provides information about the programme structure, entry and exit points, pre-course requirements including access to learners during the course, negotiating participation with work colleagues and employers and the pre-course reflective writing.
- **Programme handbook**
The programme handbook, following the Oxford Brookes University guidelines, is available on the course Moodle site. It contains detailed information about the programme including the assessment tasks, submission and feedback deadlines, the module outlines and recommended reading.
- **Programme Director**
The Programme Director is available throughout the programme to all course participants to discuss issues relating to the programme, either in person, by phone or electronically.
- **Group tutor**
Each course participant has a group tutor who is the first point of call for most issues, both academic and pastoral. Group tutors support up to 8 course participants and also provide advice on the assessment tasks and feedback on a draft for each module assignment.
- **Academic skills development**
Guidance is provided on academic skills development on the Moodle VLE platform. Specific sessions are included during the intensive study blocks on referencing, using the literature, critical analysis and other aspects of academic skills throughout the programme.
- **Embedding learning in practice**
Course participants are actively encouraged to identify an educational mentor to support them through the programme in embedding their learning into their practice as clinical educators.
- **Disability services**
This programme is offered in accordance with the responsibilities of the UK Special Needs and disability Act (SENDA) as stipulated by Oxford Brookes University and Health Education Thames

Valley. The Programme Director is responsible for liaising with any course participants with disabilities and providing appropriate advice and guidance.

- **Practice approval**

Specialty specific information sessions are provided to support course participants, where appropriate, in preparing their practices for training assessment visits.

- **Progression opportunities**

An information session is provided during module 2 of the PG Cert. CE on opportunities to progress to the PG Dip. CE. Information is also provided on Moodle for those wishing to progress to a full masters at Oxford Brookes University.

- **Complaints**

Course participants are encouraged to approach a member of the programme team in the first instance with any complaints. In the event of a complaint not being resolved satisfactorily at this stage, the Programme Director should be approached who will refer the complaint to the appropriate person within Health Education Thames Valley. All complaints are dealt with in line with the University Regulations for Postgraduate Taught (PGT) programmes

<http://www.brookes.ac.uk/regulations/current/appeals-complaints-conduct/>.

SECTION 8: GRADUATE EMPLOYABILITY

Completion of a recognised postgraduate teaching qualification is increasingly seen as an asset or a requirement for education posts in different specialties. The Postgraduate Certificate in Clinical Education meets this requirement.

Health Education Thames Valley GP School require all GPs to complete a postgraduate teaching qualification prior to seeking approval as a GP trainer. The Dental School recommend all dental trainers to complete a postgraduate teaching qualification within 3 years. Other medical and clinical professional groups view the acquisition of a postgraduate teaching qualification as a bonus when considering applicants for education posts.

The teaching and learning activities in the PG Cert.in Clinical Education provide the evidence for graduates to apply for fellowship of the Higher Education Academy through the production of a portfolio and the payment of the HEA membership fee. Seminars are offered during the intensive study blocks to support students in developing their HEA membership portfolio.

With more health professionals completing postgraduate certificate courses in teaching and learning, there is an increasing need for more senior clinical educators to demonstrate their greater experience and depth of analysis through a postgraduate diploma or masters degree. This is particularly the case in general practice and also for those from other specialties with an interest in educational research.

SECTION 9: LINKS WITH EMPLOYERS

Employers of graduates of the programme are consulted during the programme development and review processes, including senior managers of all specialties at Health Education Thames Valley and Departmental Heads in the Thames Valley region.

Employers are invited as key speakers bringing insight into the challenges and drivers for change in education and training in the NHS, the use of Quality Improvement systems and other key topics.

SECTION 10: QUALITY MANAGEMENT

The following processes are in place to evaluate the quality of the provision.

- **Programme committee**

The Programme Director is responsible for the day to day management of the programme with the assistance of the programme committee. The committee consists of

- the Programme Director
- the tutor team
- a minimum of two course participant representatives
- a representative from Oxford Brookes University.

The External Examiner and other stakeholders will be invited as appropriate.

- **Course participant involvement in evaluation**

Course participants provide informal feedback in their tutor groups and to the course participant representatives. Formal feedback is through electronic module evaluation forms. Course participants are encouraged to develop learner-led evaluation activities which also feed into the annual review process.

- **Course participant representation**

At least two course participant representatives are selected for each cohort whose role is to engage with other participants and collate feedback. The representatives provide informal feedback directly to the tutor team and also formally at the module review and Annual Review meetings.

- **Module Review**

A formal module review meeting takes place during each intensive study block at Cumberland Lodge attended by the programme team, course participant representatives and, where appropriate, the liaison manager from Oxford Brookes University. Minutes of these meetings are circulated to those present and inform the annual review process.

- **Annual Review**

The Annual Review process usually takes place between August and October and culminates in an Annual Review meeting during the a intensive study block in November, attended by the programme team, course participant representatives, Oxford Brookes University and often the External Examiner. This process follows the Oxford Brookes University framework and involves consultation with stakeholders, current and past students and the programme team. An action plan is produced which informs the development of the programme the following year.

- **External Examiner**

The External Examiner provides feedback on the assessment process in line with the HE Sector requirements and Oxford Brookes University guidelines for external examination. Samples of work from each module are sent to the External Examiner for moderation and feedback. The External Examiner usually visits the programme at least once during the year to meet the tutor team and course participants. S/he is also present for the Examination Committee for the ratification of results. The External Examiner provides written feedback on each sample of work sent for moderation and also writes an annual report.

- **Periodic Review**

Periodic review of the programme will take place after 5 years, in 2019.

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