
Curriculum Design Masterclass for Medical, Dental and Healthcare Educators

Start date	26 October 2018	End date	26 October 2018
Venue	Madingley Hall, Madingley Cambridge		
Tutor	Dr Clare Morris	Course code	1819PPBM05 Curriculum Masterclass
To book	See: www.ice.cam.ac.uk or telephone 01223 746262		

Tutor biography

Clare Morris EdD, MA(Ed) BSc(Hons) PFHEA

Clare has been involved in faculty development activity for the past 15 years, supporting the development of medical and healthcare staff as researchers, scholars, teachers and leaders. Clare has a wealth of experience in curriculum design and evaluation, from study days to entire degree programmes. This includes face to face, blended and distance learning programmes.

Clare is currently a tutor on the highly regarded [Postgraduate Certificate in Medical Education](#) at the Institute for Continuing Education and Course Director for the forthcoming [Postgraduate Diploma in Medical Education](#). Clare is also Reader in Medical Education Research and Development, Queen Mary University London.

Curriculum Design Masterclass for Medical, Dental and Healthcare Educators

Friday 26 October Programme

09:30	Coffee and registration
10:00	Curriculum in context: policy, philosophy and practice
11:15	Coffee
11:30	A structured curriculum. Key design decisions.
13:00	Lunch
14:00	Curriculum on and off the page. Choices about teaching, learning and assessment methods
15:15	Tea
15:30	Curriculum on and off the page continued
16:45	End of course

NB: There is some prior preparatory activity required

Course syllabus

This one-day course is suitable for medical, dental and healthcare educators who are involved in curriculum design, whether at a small or large scale. It provides an opportunity to consider the factors that shape curriculum design and how to turn educator ideas into practical realities for learners.

Participants will be asked to complete a pre-course questionnaire which involves outlining their curriculum ideas i.e. for a study day, short course or module. This information will inform design decisions for the masterclass i.e. modelling a learner-centred approach to design. The preparation will also position you to make the best use of learning opportunities throughout the day.

Aims and outcomes

The emphasis of this course is upon an informed approach to curriculum design.

At the end of this course, participants will be well placed to:

- Identify institutional and external factors to take into account when designing a new course
- Make informed choices about teaching, learning and assessment strategies

Content

The course provides an opportunity to rehearse the design of a new 'course' be it a study day, short course, module or entire programme.

We will start by exploring contextual factors that influence and shape curriculum design decisions (including the roles of professional bodies and the Quality Assurance Agency as appropriate).

We will then move onto consider key design decisions. This includes being clear about the intended purpose(s) of your course (which may /may not be expressed in terms of learning outcomes) and your teaching, learning and assessment strategy (and rationale).

The second half of the day is focussed on turning design decisions into lived realities. This will include opportunities to think creatively about the ways in which you work with learners both in and beyond 'the classroom'.

Presentation of the course

This interactive one-day course has a highly practical emphasis and workshop format. You will be asked to do some preparatory work in order to maximise opportunities to translate new ideas into practice.

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: <http://www.ice.cam.ac.uk/about-us/how-find-us>

Refreshments

Tea, coffee and lunch will be provided. If you have any specific dietary requirements or allergies and have not already advised us, please inform our Admissions Team on ice.admissions@ice.cam.ac.uk or +44 (0)1223 746262.

Contact details of ICE

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Information correct as of: 18 May 2018

Reading and resources list

Listed below are a number of resources that might be of interest for future reference, but do not need to be purchased or consulted for the course itself.

Coles, C (2011) Curriculum development in learning medicine. Chapter 6 in Dornan, T., Mann, K., Scherpbier, A and Spencer J. Medical Education Theory and Practice. Churchill Livingstone Elsevier

GDC (2015) Standards for Education (revised 2015). Accessed at: <https://www.gdc-uk.org/professionals/education>

GMC (2009) Outcomes for graduates. Accessed at: https://www.gmc-uk.org/education/undergraduate/undergrad_outcomes_about.asp

GMC (2016) Promoting excellence: standards for medical education and training. Accessed at: <https://www.gmc-uk.org/education/standards.asp>

GMC (2017) Designing and maintaining postgraduate assessment programmes. Accessed at: https://www.gmc-uk.org/Designing_and_maintaining_postgraduate_assessment_programmes_0517.pdf_70434370.pdf

GMC (2017) Excellence by design: standards for postgraduate curricula. Accessed at: https://www.gmc-uk.org/education/postgraduate/excellence_by_design.asp

GMC (2017) Generic Professional Capabilities Framework. Accessed at: <https://www.gmc-uk.org/education/postgraduate/GPC.asp>

Grant, J. (2014) Principles of curriculum design. Chapter 3 In Swanwick, T (Ed) Understanding Medical Education. London: Wiley Blackwell.

Harden, R (2013) Curriculum planning and development. Chapter 2 In Dent, J. and Harden R. A practical guide for medical teachers. 4th Edition: Churchill Livingstone Elsevier.

McKimm, J. (2009) Teaching quality, standards and enhancement. Chapter 13 in Fry, H., Ketteridge, S and Marshall, S. A handbook for teaching and learning in Higher Education. London: Routledge.

NMC (various) Standards for Education. Accessed at: <https://www.nmc.org.uk/education/standards-for-education/>

Stefani, L. (2009) Planning teaching and learning: curriculum design and development. Chapter 4 in Fry, H., Ketteridge, S and Marshall, S. A handbook for teaching and learning in Higher Education. London: Routledge.

QAA (2010) Master's degree characteristics. Accessed at: <http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

QAA (various) The UK Quality Code for Higher Education: Subject Benchmark Statements for Health Professions. Access at: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/healthcare-professions>