UNIVERSITY OF CAMBRIDGE
Institute of Continuing Education

Postgraduate Certificate in Medical Education

2018-2019

Course code: 1819CPBM01

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
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Welcome to the **Postgraduate Certificate in Medical Education**, a University of Cambridge award offered by the Institute of Continuing Education (ICE), designed collaboratively with the University of Cambridge, School of Clinical Medicine's Clinical Deanery. The Postgraduate Certificate is taught and awarded at FHEQ level 7 (i.e. at master's level) and attracts 60 credits at level M. The award is completed in one academic year. For further information about academic credit please see our website, http://www.ice.cam.ac.uk/studying-with-us/information-for-students.

Introduction and background

The '*professionalisation*' of medical education means that all doctors are expected to develop skills as educators and trainers. This is already reflected in GMC professional standards[1] (aligned to the Academy of Medical Educator Professional Standards[2]) and, for those working in University settings, the increased emphasis on fellowship of the HEA at the appropriate level[3]. Until recently, these standards have been promoted for the Consultant and GP workforce, particularly those with educational roles and responsibilities. A new Generic Professional Capabilities Framework, launched by the GMC in 2017, extends educator development into training programmes of all specialties: it has to be integrated into all specialty training curriculum by 2020[4]. The design of the Postgraduate Certificate and the new progression award to Postgraduate Diploma reflects the increasing emphasis placed on educator development at all stages of a medical career.

The focus of the Postgraduate Certificate is the development of your own educational practice. We explore strategies for teaching in academic and clinical environments, including one-to-one, small group and large group teaching methods. We introduce you to educational theories and models, considering how they can help you develop your approaches to teaching, learning support and assessment. For those who wish to progress to the diploma (first intake Sept 2018) there is the opportunity to extend and develop your practice as an educator, educational leader and faculty developer.

The Postgraduate Diploma will add to the core learning in the Postgraduate certificate but offer opportunities to extend expertise in curriculum design, assessment practices, faculty development and educational supervision (i.e. longitudinal roles that include mentoring, supervision and appraisal of doctors in training and medical students). This will build upon and strengthen the strong appreciation of the ways learning is supported in clinical environments that arises from the Postgraduate Certificate.

Both programmes have been developed to meet the new Generic Professional Capabilities Framework, launched by the GMC in 2017. This extends educator development into training programmes of all specialties: it has to be integrated into all specialty training curriculum by 2020[5]. The Postgraduate Certificate reflects mainly on Learning Environment and Culture, Supporting Learners and supporting educators. The design of the Postgraduate Diploma reflects the increasing emphasis placed on educational and educational leadership roles.

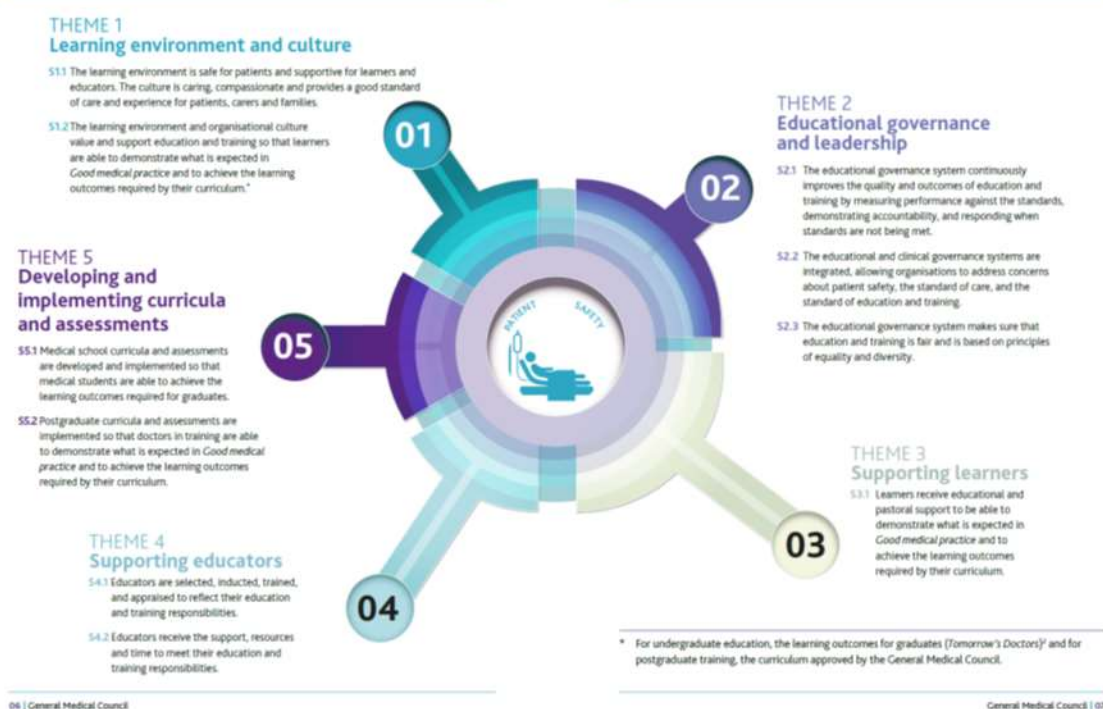[1] GMC (2016) Promoting Excellence. Standards for Education and Training. Accessed at: http://www.gmc-uk.org/education/standards.asp

[2] AoME Professional Standards. Accessed at: http://www.medicaleducators.org/Professional-Standards

[3] Higher Education Academy information about fellowship. Accessed at: https://www.heacademy.ac.uk/individuals/fellowship/fellow

[4] GMC (2017) Generic Professional Capabilities Framework. Accessed at: http://www.gmc-uk.org/Generic_professional_capabilities_framework__0517.pdf_70417127.pdf

The ten standards

THEME 1
Learning environment and culture

S1.1 The learning environment is safe for patients and supportive for learners and educators. The culture is caring, compassionate and provides a good standard of care and experience for patients, carers and families.

S1.2 The learning environment and organisational culture value and support education and training so that learners are able to demonstrate what is expected in *Good medical practice* and to achieve the learning outcomes required by their curriculum.*

THEME 5
Developing and implementing curricula and assessments

S5.1 Medical school curricula and assessments are developed and implemented so that medical students are able to achieve the learning outcomes required for graduates.

S5.2 Postgraduate curricula and assessments are implemented so that doctors in training are able to demonstrate what is expected in *Good medical practice* and to achieve the learning outcomes required by their curriculum.

THEME 4
Supporting educators

S4.1 Educators are selected, inducted, trained, and appraised to reflect their education and training responsibilities.

S4.2 Educators receive the support, resources and time to meet their education and training responsibilities.

THEME 2
Educational governance and leadership

S2.1 The educational governance system continuously improves the quality and outcomes of education and training by measuring performance against the standards, demonstrating accountability, and responding when standards are not being met.

S2.2 The educational and clinical governance systems are integrated, allowing organisations to address concerns about patient safety, the standard of care, and the standard of education and training.

S2.3 The educational governance system makes sure that education and training is fair and is based on principles of equality and diversity.

THEME 3
Supporting learners

S3.1 Learners receive educational and pastoral support to be able to demonstrate what is expected in *Good medical practice* and to achieve the learning outcomes required by their curriculum.

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PATIENT SAFETY

* For undergraduate education, the learning outcomes for graduates (*Tomorrow's Doctors*)² and for postgraduate training, the curriculum approved by the General Medical Council.

06 | General Medical Council

General Medical Council | 07

[1] GMC (2017) Generic Professional Capabilities Framework. Accessed at: http://www.gmc-uk.org/Generic_professional_capabilities_framework__0517.pdf_70417127.pdf

The Postgraduate Certificate comprises three modules providing a total of approximately 90 contact hours with additional between-module reflection, study and assignment work. A virtual learning environment (VLE) will support students' learning throughout the programme. The three modules are:

- Core skills in medical education
- Applying teaching skills
- The role of assessment, feedback and evaluation

The Postgraduate Certificate in Medical Education is designed to support existing and teachers new to Medical Education, to help those teaching in health care settings both at undergraduate and postgraduate levels. The programme is designed to support teachers who are working in primary, secondary or tertiary care in medicine and also those who are working in professions allied to medicine. For example, some may be working with mainly undergraduates in hospital settings, while others may be dealing with postgraduate trainees in primary or secondary care. We also have an increasing number of participants from other disciplines including dentistry, veterinary medicine. The programme aims to teach principles of teaching based on the evidence and models of adult learning but how to apply these medical settings, and, as far as is possible, teaching sessions will be tailored to be relevant to the course participants particular working environments. Whilst the course was designed specifically to aid those working in primary and secondary care much of the content is relevant to other allied professions (for example Nursing, Veterinary Science and Dentistry).

We encourage applicants of all grades from the more junior to the more senior and from a range of specialties and experience. We have found that as the course progresses a learning community develops and that this aids the participants development as they learn from each other as well as from the course itself.

The Postgraduate Certificate has been designed with explicit reference to professional standards and guidelines. The two most pertinent sets of standards are the Academy of Medical Educators Professional Standards for Medical, Dental and Veterinary Educators (2014)[6] and the GMC Promoting Excellence: Standards for Educators (2017)[7].

The Academy of Medical Educators guidance divides the skills and knowledge into a framework of seven themes. The programme is designed to ensure that you as a medical educator are aware of these and for each one acquire the knowledge, skills and practice that underpin each of the seven framework areas as follows:

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development
7. Continuing professional development as an educator

Participants will acquire through the programme a grounding in each of these areas, which will be backed up by referral to the evidence base available in medical educational literature. The teaching will also be experiential and is designed to expose participants not just to theory but to a demonstration of how it can be applied. Participants will be required to maintain an educational log in electronic form where they can reflect on what they have learned as well as reflect on how to put this into practice. The Postgraduate Certificate has an important formative element of reflection and peer review to help participants develop as learners, try out ideas and to reflect on what they experience and how they might use this experience as learners to carry this forward into their roles as a teachers.

The syllabuses for each of the modules are included in this document. The reading list and resources are available once accepted onto the programme and within the VLE.

The programme is designed to:
- Meet recommendations of the GMC and Academy of Medical Educators
- Address GMC Generic Professional Capabilities in Education and Training
- Contribute to continuing professional development of doctors and allied professionals in an integrated clinical and teaching environment to stimulate more inter-professional education
- Develop a cohort of professionals who will pursue and develop their roles as teachers in the field of medical education
- Develop a cohort of students that on successfully completing the programme will have gained skills and knowledge to:
  - Ensure safe and effective patient care through training
  - Establish and maintain an environment for learning
  - Teach and assess learning and apply core theoretical principles to their own educational contexts
  - Support and monitor educational progress
  - Guide personal and professional development

Teaching staff

[6] AOME Professional Standards are accessible here:
http://www.medicaleducators.org/write/MediaManager/AOME_Professional_Standards_2014.pdf
[7] GMC Promoting Excellence: Standards for Educators are accessible here:
https://www.gmc-uk.org/education/standards.asp

Academic Director
Dr Diana Wood: Clinical Dean and Director of Medical Education at the University of Cambridge School of Clinical Medicine

Course Director
Dr Jeremy Webb is a General Practitioner and is Course Director for the Postgraduate Certificate in Medical Education and Clinical Sub dean for Staff Development at the University of Cambridge, School of Clinical Medicine, jw349@medschl.cam.ac.uk

Tutor Lead
Dr Clare Morris is an experienced medical educator and scholar with a keen interest in the ways in which learning is supported in clinical environments. As well as her role at Cambridge, Clare is a Reader in Medical Education Research and Development at Queen Mary University London.

Tutors
Dr Nick Evans: Clinical Research Fellow in Clinical Neurosciences, University of Cambridge
Dr Mark Lillicrap: Consultant Rheumatologist and Clinical Sub dean (Curriculum) School of Clinical Medicine, University of Cambridge
Dr Marie Locke: General Practitioner and Managing Director of M.E Medical Education Consultancy
Dr Rachel Morris: General Practitioner and Director of Leadership Courses for a National Primary Care Training Company
Dr Maria Ross-Russell: Head of Dental Service and Clinical Lead Cambridgeshire Community Services NHS Trust

Administrative staff

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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"

Contact details of ICE

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Postgraduate Certificate – course outline

Module 1 – Core skills in medical education

Module 2 – Applying teaching skills to practice

Module 3 – The role of Assessment, Evaluation and feedback
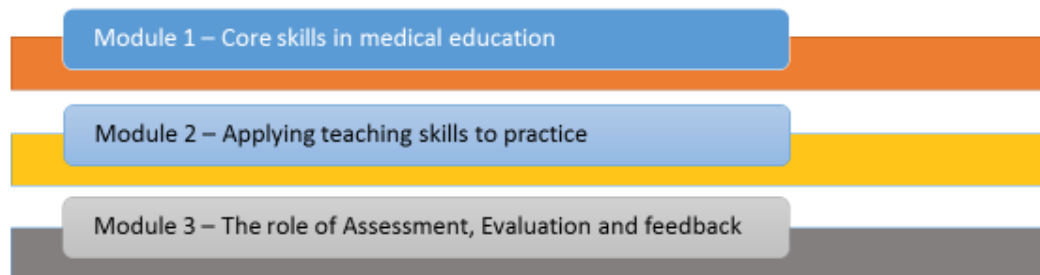
Postgraduate Certificate – module content

Introduction to core principles of adult learning and teaching in health care settings
- Teaching in clinical settings
- Teaching small groups
- Teaching larger groups
- Reflective practice and reflective writing

Applying principles to practice
- Applying teaching models when working with individual learners
- Introducing the concept of clinical reasoning
- Introduction to the process of giving feedback
- An approach to teaching skills (Clinical and communication skills, professionalism)

Principles of assessment, Evaluation and Feedback
- Assessment in the work place
- Formative and Summative assessment
- Principles of Evaluation of teaching
- Reflection on development as a teacher
- The role of peer review

POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION

Syllabus for first module

Michaelmas term 2018

Module 1: Core skills in medical education

Start date	12 October 2018	**End date**	18 December 2018
Teaching dates	13 October 2018	**Time**	9am-6pm
	16 November 2018		
	7 December 2018		

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutor(s)   See below   **No of meetings**   4
/ classes

Aims

The first module is designed to introduce you to Medical Education as a discipline and to demonstrate that there is an evidence base for many of the educational methods that are discussed. It is also designed to encourage you to think about and reflect on your role as a learner on the course as well as an educator. It is designed to help you to think about the needs of your students and how you can use some of the theory to plan and deliver teaching in health care settings when working with both groups of learners and with individuals. This module will also enable you to:

- ensure safe and effective patient care through training
- establish a safe and supportive learning environment
- teach and facilitate learning
- introduce you to the concepts of reflective learning

Content and presentation of the module

The module will start with an introduction to some of the core principles in Medical Education within healthcare settings. It will include discussion of the principles of adult learning and how these can be applied to teaching within healthcare settings. There will be an introduction to assessment of a learner's starting point and exploration of how learners can be at different stages of self-direction. There will be discussion of what motivates learners to learn and how assessment practice can affect this. The core principles will then be related to working with individuals, to small groups and larger groups of learners. It will look at teaching and learning in the clinical setting, including with patients, and also more formal teaching.

There will be an introduction to planning teaching episodes, setting intended learning outcomes and how adaptability and flexibility can be a core skill.

Each theoretical session will be followed by smaller group work looking at the application to your own role as a teacher and how you can work to support your own learners. Wherever possible small groups will be used so that you can work with others with similar experiences to provide a peer support network.

Finally, you will be encouraged at each stage to reflect on what you have done as learners, what you have learned and what you can do to apply this to your own role as a teacher. Reflection is encouraged both when working in the group sessions face to face as well as by completing either a learning log or some other form of reflective material that can be uploaded to the VLE (For example an audio or video diary, a presentation). Students are required to provide evidence of ongoing reflection as part of the assessment process for the course.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE. All students will be expected to be able to access the online Virtual Learning Environment (VLE) and to submit assignments by uploading them to the VLE.

Michaelmas term 2018	Dates	Topics
Friday 9am - 6pm	12 October	Introduction to teaching in medicine
3.30pm		Meet the tutors
Saturday 9am - 5pm	13 October	Introduction to teaching in clinical settings and teaching with patients
Friday 9am - 1pm	16 November	Introduction to educational theory – working with small groups
2pm - 5pm		Introduction to reflection and reflective writing *Other methods which provide evidence of learning*
Friday 9am -1pm	7 December	Applying educational theory to working with larger groups
2pm – 5pm		Support for first assignment Meeting with tutors • *Review* • *Evidence of reflection* • *Essay Q and A*

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

Outcomes
- By the end of the first module participants should be able to write a literature review reflecting on key theories and how they apply to education in health care settings.

The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.

Assignment 1 - Core skills in medical education

This assessment will consist of two parts:

1. Evidence of involvement in ongoing reflective learning.
2. A written assessment structured according to the guidance below totaling 4,500-5.500 words or the equivalent.

Write a literature review reflecting on three theoretical models that you have found particularly interesting arguing their relevance to education in health care settings. *Reflecting on these, consider how they have affected you as a learner on the course so far, and then postulate how they are going to affect you as an educator in the future.*

Closing date for the submission of assignments:

12.00 UTC/GMT* on Monday 7 January 2019
*Co-ordinated Universal Time / Greenwich Mean Time

Reading and resource list

Resources will be posted to the VLE and you will have access at the start of each module – the online learning materials for each session for the module should be looked at before the session and will contain links to electronic references available through the University Library and School of Clinical Medicine.

POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION

Syllabus for second module

Lent term 2019

Module 2: Applying teaching skills

Teaching dates   18 January 2019   **Time**   9am-6pm

                    1 March 2019

Venue   Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutor(s)   See below   **No of meetings**   2

                                / classes

Aims

This module is designed to look at how educational theory and in particular in the healthcare setting can be adapted and applied in practice. It is designed to look at areas where you as a practitioner might feel less comfortable or familiar when teaching and also to start to consider how you can evaluate your own teaching and the skills that are used when providing feedback.

This module will also enable you to:
- ensure safe and effective patient care through training
- establish a safe and supportive learning environment
- teach and facilitate learning
- identify and support learners who face difficulties

Content and presentation of the module

The second module revisits some of the theoretical concepts discussed in the first but moves on to apply them to teaching in some more complex settings. It will start by looking at dealing with individuals and smaller groups but also discuss dealing with larger groups and with students at different stages of learning, for example differences between teaching undergraduates and postgraduates. In particular there will be discussion of how best to involve learners and to engage them and specifically cover issues such as:

- Teaching professionalism and effective consulting
- Teaching clinical reasoning
- How to teach examination
- How to teach within the workplace
- How to prepare a teaching plan

Towards the end of the module you will be required to plan and deliver a teaching session to your peers; this may be at the session itself or it will be videotaped and shown to a small group of your peers. This will allow you to reflect on the skills that you have acquired in delivering teaching, as well as start to look at the skills required when giving feedback and

working towards appraisal as well as starting to evaluate your own teaching in preparation for the third module.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE.

Lent term 2019	Dates	Topics
Friday 9 -2 pm	18 January	Applying educational theory to working with individual learners • Introduction to feedback • Introduction to clinical reasoning
Friday 9-3	1 March	Applying educational models to teaching skills • Professionalism • Communication • Clinical skills
3-5 pm		Meet your tutors – Q and A planning your formative assignment and preparing teaching plans

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Outcomes

By the end of the module
- Participants should be able to demonstrate how they have understood and planned to apply a range of theoretical educational models to their own practice as teachers in health care settings
- They should demonstrate how they have reflected on their existing skills and identify areas that they need to develop in order to become more effective teachers.

The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.

Assignment 2 - Applying teaching skills

There is no summative assessment for this module but participants should:

Provide evidence of ongoing involvement in reflective learning.

Provide a detailed plan for a teaching session that will be used when working with your own learners (e.g. large group, small group or with individuals). You will need to prepare some materials that can be used to illustrate your plans when you meet with your tutor and your peer group during the session on planning a teaching episode at the end of the second term.

The teaching plan to be prepared and presented on 1 March 2019

Reading and resource list

Resources will be posted to the VLE and you will have access at the start of each module – the online learning materials for each session for the module should be looked at before the session and will contain links to electronic references available through the University Library and School of Clinical Medicine.

POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION

Syllabus for third module

Easter term 2018

Module 3: The role of Assessment, Feedback and Evaluation

Teaching dates	5 April 2019	**Time**	9am-6pm
	3 May 2019		

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutor(s)	See below	**No of meetings / classes**	2 (face to face, one peer review)

Aims

This module aims to introduce and explain important principles of giving feedback to learners to support their learning. The module also discusses some of the educational theory relating to assessment including different assessment methods. There is discussion about the importance of reflection in the learning cycle. Finally, it will look at evaluation of teaching. This module will also enable you to:
- Enhance your understanding of different assessment methods and the importance of matching the type of assessment to what you are trying to assess
- Enhance your understanding of the principles of how to give feedback
- Evaluate your teaching
- Understand the importance of reflection in learning for you as a learner and how to encourage this in your role as an educator.

Content and presentation of the module

The module will start by looking at different types of assessment that can be used in medical education. It will look at the theoretical advantages and disadvantages as well as the constraints. It will discuss the importance of matching the learning method to the assessment method. There will be discussion of the problems that are common in giving feedback that is useful to the learner, and of different methods that are used in giving feedback. This will lead on to the role of educational supervisors and their role in assessing their trainees, providing feedback and encouraging their trainees to develop as self-directed and reflective learners.

There will be a session looking at ways of evaluating teaching and learning and you will be required to work with your peers in both giving feedback and helping to evaluate your own teaching.

You will be required to observe a teaching session and give feedback; this may be at a session itself or it will be videotaped and shown to a small group of your peers. This will

allow you to reflect on the skills that you have acquired in assessing and evaluating teaching and giving feedback.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE.

Easter term 2019	Dates	Topics
Friday 9am - 1pm	5 April	Principals of assessment 1 • Work based assessment • Assessing clinical competence
2pm - 5pm		Principles of assessment 2 • Summative assessments
Friday 9am - 1pm	3 May	Observing teaching • Being an observer of teaching episodes • Giving feedback in practice
2pm - 4.30pm		Principals and application of Evaluation Evaluating your teaching Evaluating this course
Date not specified	Participants decide	Peer observation and preparation of final assignment

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

Outcomes

By the end of this module participants should be able to demonstrate an understanding of:

- how the theories discussed in your literature review apply to your own experience as a medical educator
- how you have assured and enhanced quality and, where relevant, how the requirements of external bodies and regulatory frameworks contribute to this
- how to examine your own practice in developing others in your team, faculty or department
- how to evaluate your own teaching, its effectiveness and quality
- how to evaluate your own skills in giving feedback and supporting learners.

The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.

Assignment 3 – The role of assessment, evaluation and feedback

This assessment will consist of two parts:

1. Evidence of involvement in the peer review process both as an observer and when being observed. You should complete and submit a peer review form for the person that you are observing and ask them to provide evidence of their observations when watching you teach as well. (Submit as an appendix)
2. A written assessment of between 4,500 and 5,500 words.

Write a reflective analysis demonstrating how you have developed as an educator throughout this course.   In particular you should illustrate how your practice has been shaped by feedback (from peers and your learners) by your own critical reflection and by engagement with the learning literatures.
Outline your future plan for your continued development as an educator.

Closing date for the submission of the final assignment:

12.00 BST (11.00 UTC) on Friday 28 June 2019

Postgraduate Certificate in Medical Education
Background reading materials

Introduction

This guide is written to support you in the Postgraduate Certificate programme. This list of references is by no means exhaustive, but it is designed to introduce teachers in Healthcare-related professions to some of the educational theory that relates to teaching as a whole, to teaching adult learners and then moves on to illustrate how this can be applied to practical situations in which you might find yourself.

The course reading materials have been sub-divided into sections that relate to the individual modules of the programme. There is also material on the VLE that helps to summarise the main points that will be covered as well as giving ideas for personal reflection and links to electronic resources accessible via the University Library and associated libraries.

When first starting the programme there may be new language to learn and, therefore, it is helpful to be directed to some basic texts that introduce medical education as a specialty. The list below suggests some texts that may help to provide essential background material, as well as texts on educational theories and literature that relate to education in medicine and healthcare professions.

The context: professional standards for education and training

These are some of the materials that have been used to develop this course including links to relevant professional standards:

Academy of Medical Educators (2014) Professional standards for medical, veterinary and dental educators. Accessed at:
http://www.medicaleducators.org/index.cfm/linkservid/1A667ECF-EE53-7D4A-A6E0FC3B95EF2617/showMeta/0/

COPDEND (2013) Standards for Dental Educators. Accessed at:
http://www.copdend.org/data/files/Downloads/COPDEND_Standards%20high%20resolution.pdf Last accessed 20 August 15)

GDC (2013) Standards for the Dental Team. Accessed at: https://www.gdc-uk.org/Dentalprofessionals/Standards/Documents/Standards%20for%20the%20Dental%20Team.pdf . Last accessed 20 Aug 15.

GMC (2008) Consent: patients and doctors making decisions together available at:
www.gmc-uk.org/consent (accessed 22 June 2015)

GMC (2012) Raising and acting on concerns about patient safety available at: www.gmc-uk.org/raisingconcerns (accessed 22 June 2015), paragraph 9

GMC (2012) Recognising and approving trainers: the implementation plan. Accessed at:
http://www.gmc-uk.org/Approving_trainers_implementation_plan_Aug_12.pdf_56452109.pdf.
Last accessed 20 Aug 15.

GMC (2013) Good medical practice available at: www.gmc-uk.org/gmp (accessed 22 June 2015)

GMC (2015) Promoting excellence standards for medical education and training. Accessed at: http://www.gmc-Uk.org/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61939165.pdf. Last accessed 15 Aug 15.

GMC (2017) Generic Professional Capabilities Framework. Accessed at: http://www.gmc-uk.org/Generic_professional_capabilities_framework__0517.pdf_70417127.pdf

Health Education East of England (2014) Framework of the Training, Selection and Appraisal of Named Clinical and Educational Supervisors. Accessed at https://heeoe.hee.nhs.uk/sites/default/files/docustore/framework_for_the_training_selection_and_appraisal_of_named_clinical_and_educational_supervisors_0.pdf. Last accessed 20 Aug 15.

Higher Education Academy (2011): Professional standards framework. Accessed at: http://www.heacademy.ac.uk/ukpsf . Last accessed 20 Aug 15.

NMC (2008) Standards to support learning and assessment in practice. NMC standards for mentors, practice teachers and teachers. Accessed at: http://www.nmc.org.uk/globalassets/siteDocuments/NMC-Publications/NMC-Standards-to-support-learning-assessment.pdf . Last accessed 20 Aug 15

NMC (2015) The code for nurses and midwives. Accessed at http://www.nmc.org.uk/standards/code/. Last accessed 20 Aug 15.

Guidance on curriculum for medical, dental and healthcare professionals

These resources provide a professional context for educational roles in medicine, dentistry and health. They include outcomes and standards that form the basis for undergraduate education and postgraduate training.

GDC (2008) The First Five Years. Accessed at: http://www.gdc-uk.org/Aboutus/education/Documents/TheFirstFiveYears.pdf. Last accessed 20 Aug 15.

GDC (2015) Standards for education. Standards and requirements for providers. Accessed at: http://www.gdc-uk.org/Aboutus/education/Documents/Standards%20for%20Education%20(v2%20revised%202015).pdf Last accessed 20 Aug 15

GMC (2015) Outcomes for graduates (Tomorrow's Doctors) available at: www.gmc-uk.org/undergrad_outcomes (accessed 22 June 2015)

 NMC (2010) Standards for pre-registration nursing education. Available at: http://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-nursing-education/. Last accessed 20 Aug 15.

Introductory texts: medical, dental and healthcare education

The following texts provide a strong grounding in approaches to teaching, learning and assessment in medicine, dentistry and health. We have included some 'seminal' texts from professional education to offer a wider context. We expect your reading to have both breadth and depth; additional, subject specific references will be introduced with each on-line chapter. If you are planning to buy a 'core text' for the course, can we suggest either Swanwick (2014) as a 'primer' and Mehay (2012) as a 'guide'. The texts by Dornan (2012) and Wood et al (2011) are also useful resources. For books offering strong theoretical underpinnings, see Cook et al (2012) and Hodges and Lingard (2012).

Bleakley A ,Bligh J. and Browne J (2011) *Medical Education for the future*. Springer: London. (2011)

Cook V, Daly C and Newman M (2012*) Work-based learning in clinical settings. Insights from socio-cultural perspectives.* London: Radcliffe

Cooke M, Iby D and Obrien B (2010) *Educating Physicians. A call for reform of medical school and residency*. San Fransisco: Jossey-Bass.

De Cossart L and Fish D (2005) *Cultivating a thinking surgoen. New perspectives on clinical teaching, learning and assessment*. Tfm Publishing Ltd: Shrewsbury.

Dornan T., Mann K., Scherpbier A and Spencer J. (2011) *Medical Education. Theory and practice*. Churchill Livingstone: London.

Forrest K, McKimm J and Edgar S (Eds) Essential simulation in clinical education. London: Wiley-Blackwell. *[Available as e-book]*

Fry H, Ketteridge S and Marshall S (1999) *A Handbook for Teaching & Learning in Higher Education: Enhancing Academic Practice* London: Kogan Page.

Hays R (2006) *Teaching and Learning in Clinical Settings*. Oxford: Radcliffe

Hays R (2006) *Teaching and Learning in Primary Care*. Oxford: Radcliffe.

Hodges B and Lingard L (2012) *The question of competence. Reconsidering Medical Education in the Twenty-First Century*. Cornell University Press.

Kurtz S, Silverman J and Draper J (2004) *Teaching and Learning communication skills.* London: Radcliffe Medical Press.

McKimm J and Swanwick T(2010) Clinical Teaching Made Easy. A practical guide to teaching and learning in clinical settings. London: Quay Books. *Note: this book brings together a commissioned series for the British Journal of Hospital Medicine. Chapters are therefore accessible via the journal.*

Mehay, R (2012) The Essential Handbook for GPTraining and Education. London: Radcliffe. *Note: elements of this handbook can be accessed via the following website: http://www.bradfordvts.co.uk/online-resources/. Last accessed 20 Aug 15*

Mohanna K, Chambers R, Wall D. (1994) *Teaching Made Easy: A Manual for Health Professionals*, Oxford; Radcliffe Medical Press

Neighbour R (2006) *The inner apprentice, an awareness centered approach to training for general practice.*
http://www.gp-training.net/training/educational_theory/adult_learning/inner_apprentice.htm

Swanwick T. (Ed) (2014) *Understanding Medical Education. Evidence, Theory and Practice*. London: Wiley-Blackwell. [*Available as e-book]*

Walsh, K.(Ed) (2013) *Oxford Textbook of Medical Education*. Oxford: Oxford University Press. [*Available as e-book on designated university computers only]*

Wood D., Cantillon P. (2011) *ABC of learning and teaching in medicine*, BMJ Books; Wiley Blackwell

Classic (and critical) texts

These are chosen as 'classic' or landmark texts in the field of education. Many are cited as the basis for approaches to education and training. At masters level we encourage you to explore these texts in order to appreciate the basis of often cited concepts as, for example, 'adult learning', 'reflective practice' and 'communities of practice'. We have included some texts that offer a critique of these ideas.

Benner, P (1984) *From novice to expert: Excellence and power in clinical nursing practice.* Menlo Park: Addison-Wesley 13-34.

Bradbury H, Frost N, Kilminster S and Zukas M (2010) *Beyond Reflective Practice. New approaches to professional lifelong learning*. London: Routledge.

Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004) *Learning Styles and Pedagogy in post-16 learning: a systematic and critical review*. London: Learning and Skills Research Centre. Acccessed at: http://www.voced.edu.au/content/ngv%3A13692 Last accessed 24 Aug 15.

Dewey J. (1997*) Experience and Education* (Kappa Delta PI Lecture). Pocket Books re-print edition.

Dewey J (2011) *Democracy and Education*: An introduction to the Philosophy of Education. Simon and Brown.

Eraut M (1994) *Developing Professional Knowledge and Competence*. London: Falmer Press.

Hughes J, Newson N and Unwin L (2007) *Communities of practice: critical perspectives*. London: Routledge

Knowles M (1998) *The Adult learner: the definitive classic in adult education and resource development. (*5th ed) Houston: Gulf publishing

Knowles M.S and Associates (1984) *Andragogy in action: applying modern principles of adult learning.* San Francisco: Jossey-Bass

Kolb D (1984) *Experiential learning: Experience as a source of learning and development* New Jersey: Prentice-Hall

Lave, J, Wenger, E (1991) *Situated Learning. Legitimate peripheral participation:* Cambridge: CUP p33,29,40.

Maslow A.H (1970) *Motivation and Personality*. New York: Harper and Row. http://www.reinventingyourself.com/maslowbibliography101604.pdf

Newble D and Enthistle N (1986) Learning Styles and approaches: implications for medical education *Med Education* 20; 162-175.

Schon D (1990) *Educating the reflective practitioner. Toward a new design for teaching and learning in the professions*. San Fansisco: Jossey-Bass.

Schon D (1983) *The Reflective Practitioner: how professionals think in action*, London: Temple Smith.

Wenger E (1999) *Communities of practice. Learning, meaning and identity*. Cambridge: Cambriedge University Press.

Key journals
Note: these are available as e-journals through Raven

Academic Medicine
Advances in Health Sciences Education
British Dental Journal
British Medical Journal
European Journal of Dental Education
The Clinical Teacher
Medical Education
Medical Teacher
Nurse Education Today

Readings

The following sections offer some suggested readings linked to core topics and concepts explored in each of the modules. Many of the suggested text books will provide a sound basis for each of these areas. At masters level we expect you to engage with the learning literatures, identifying papers that support the ideas you put forward in written work. You can find more information on how to develop your study skills in order to do these well within the Study Skills Moodle site (part of your VLE).

Module 1 – Core skills in medical education

Bloom B (1956) *Taxonomy of Educational objectives*. New York: David May.

Coles C (2010) *Curriculum development in learning medicine*. In Dornan T. Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice*. Churchill Livingstone: London.

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

Grow G (1991) Teaching Learners to be self directed: *Adult Education Quarterly*, Vol. 41, No. 3, Spring 25-149

Grow G (1996) *Teaching learners to become self directed*: http://www.longleaf.net/ggrow/SSDL/Intro.html#Introduction

Kaufman D and Mann K (2014) *Teaching and Learning in medical education: how theory can inform practice.* In Swanwick, T (Ed) *Understanding Medical Education.* London: Wiley-Blackwell.

McKimm J and Swanwick T (2010) *Assessing learning needs.* In In McKimm J and Swanwick T (Eds) *Clinical Teaching Made Easy.* London: Quay Books.

McKimm J and Swanwick T (2010) *Setting learning objectives.* In McKimm J and Swanwick T (Eds) *Clinical Teaching Made Easy.* London: Quay Books.

Mann K , Dornan T and Teunissen P (2010) *Perspectives on learning.* In Dornan T. Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice.* Churchill Livingstone: London.

White C and Gruppen L (2011) *Identifying learners' needs and self assessment.* In Dornan T. Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice.* Churchill Livingstone: London.

Module 2 – Applying teaching skills

Teaching in Clinical settings and teaching clinical examination

Chen H, Sheu L, O'Sullivan P, ten Cate O, Teherani A(2014) Legitimate workplace roles and activities for early learners . *Medical Education* 48:2 136-145

Creuss S and Cruess R (2011) *Learning and Teaching Professionalism.* Wood D., Cantillon P. *ABC of learning and teaching in medicine*, BMJ Books; Wiley Blackwell

Douglas G., Nichols F., Robertson C (2009) *Macleod's Clinical examination* (13th ed) London: Churchill Livingstone.

Gay S, Bartlett M and McInley R (2013) Teaching clinical reasoning to medical students. *The Clinical Teacher.* 10:5, p 308-312.

Kassirer J (2010) Teaching clinical reasoning: Case-Based and Coached. *Academic Medicine.* 85:7 p1118-1124

Kennedy T, Regehr G, Baker R, Lingard L (2009) 'It's a cultural expectation…' The pressure on medical trainees to work independently in clinical practice . *Medical Education* 43: 7 645-653

Kneebone R and Nestel D (2011) *Learning and teaching clinical procedures.* In Dornan T., Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice.* Churchill Livingstone: London.

McCrorie, P (2002) Graduate Students are more challenging, demanding and questioning, *BMJ* 325:676

Morris C (2013) *Reimaging the firm. Clinical attachments as time spent in communities of practice*. Cook V, Daly C and Newman M (2012) *Work-based learning in clinical settings. Insights from socio-cultural perspectives.* London: Radcliffe. [Note: available as a free downloadable chapter at https://www.radcliffehealth.com/sites/radcliffehealth.com/files/samplechapter/cook_chpt_01.pdf.]

Monrouxe L, Rees C, Endacott R, Ternan E(2014) 'Even now it makes me angry': health care students' professionalism dilemma narratives. *Medical Education* 48:5 502-517

Morris C and Blaney D (2014) Workplace Based Learning. In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell

Ramani S (2008) Twelve tips for excellent physical examination teaching. *Medical Teacher* 30(9) 851-6

Spencer J and Mckimm J (2014) *Patient involvement in medical education*. In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell

Spencer J (2011) *Learning and teaching in the clinical environment*. In Wood D., Cantillon P. (2011) *ABC of learning and teaching in medicine*, BMJ Books; Wiley Blackwell

Teunissen P and Wilkinson T (2011) *Learning and teaching in workplaces*. In Dornan T., Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice*. Churchill Livingstone: London.

van de Wiel M, Van den Bossche P, Janssen S, Jossberger H (2011) Exploring deliberate practice in medicine: how do physicians learn in the workplace? *Advances in Health Sciences Education*. 16(1)

Small and large group teaching

Brown G and Manogue M (2001) AMEE Medical Education Guide 22: Refreshing lecturing: a guide for leacturers. *Medical Teacher* 23: 3 p231-244

De Villers, M, Bresick G and Mash B (2003) The value of small group learning: an evaluation of an innovative CPD programme for primary care medical practitioners. *Medical Education* 37: 815–21.

Dennick R and Spencer J (2011) *Teaching and learning in small groups*. In Dornan T., Mann K., Scherpbier A and Spencer J. *Medical Education. Theory and practice*. Churchill Livingstone: London.

Jacques D. (2010) *Teaching small groups*.

Jaques, D.(2011), *ABC of Learning and Teaching in Medicine Teaching small groups* London: BMJ Publishing Group 23-28

Habeshaw, S.,Gibbs,T.(2013) *53 Interesting things to do in your Seminars and Tutorials* London: Allen & Unwin

Long A and Lock B (2014) *Lectures and Large Groups*. In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell.

Steinert Y (2004) Student perceptions of effective small group teaching. *Medical Education* 38: 286–93.

McCrorie P (2014),*Teaching and Learning in Groups.* In Swanwick, T (Ed) *Understanding Medical Education.* London: Wiley-Blackwell.

Richmond D.E (1984) Improving the effectiveness of small-group learning with strategic intervention. *Medical Teacher* 6: 138–45.

Module 3 – The role of assessment

Feedback and assessment

Borkett Jones H and Morris C (2010) *Managing Poor Performance.* In In McKimm J and Swanwick T (Eds) *Clinical Teaching Made Easy.* London: Quay Books.

Bouriscot K, Roberts T et al (2014) *Structured Assessments of Clinical Competence.* In Swanwick, T (Ed) *Understanding Medical Education.* London: Wiley-Blackwell.

Cox J, King J, Hutchinson A and McAvoy P (2006) *Understanding Doctors Performance.* Oxford: Radcliffe Publishing.

Crossley J and Jolly B (2010) Making sense of work-based assessment: ask the right questions, in the right way, about the right things, of the right people. *Medical Education* 46(1): 28-37

Delva D, Sargeant J, Miller S, Holland J, Alexiadis Brown P, Leblanc C, Kathryn Lightfoot K and Mann K (2013) Encouraging residents to seek feedback. *Medical Teacher* 35(12)e1625-e1631

Eva K and Regehr G (2005) Self-Assessment in the Health Professions: A Reformulation and Research Agenda. *Academic Medicine* 80(10) s46-54.

Eva K, Armson H, Homboe E et al (2012) Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. *Advances in Health Sciences Education.* 17: 1 p 15-26

Govaerts M, Schuwirth L, Ven der Vleuten C and Muijtjens A. (2011) Workplace-based assessments: effects of rater expertise. *Adv in Health Sci Educ* 16: 151-165

Jolly B (2014) *Written Assessment.* In Swanwick, T (Ed) *Understanding Medical Education.* London: Wiley-Blackwell.

Kalsi H, Kalsi J and Fisher N (2013) An explanation of workplace-based assessments in postgraduate dental training and a review of the current literature. *British Dental Journal* 215(10) 519-524.

Lefroy J, Hawarden A, Gay S, McKinley R and Cleland J (2015) Grades in formative workplace-based assessment: a study of what works for whom and why. *Medical Education* 49: 307-320

McKimm J (2010) *Giving effective feedback.* In McKimm J and Swanwick T (Eds) *Clinical Teaching Made Easy.* London: Quay Books.

Miller A and Archer J (2010) Impact of workplace based assessment on doctors' education and performance: a systematic review. *British Medical Journal* 341:c5064

Moonen- van Loon J, Overeem K et al (2013) Composite reliability of a workplace-based assessment toolbox for postgraduate medical education. *Advances in Health Sciences Education.* 18: 5 pp1087-1102.

Norcini, J (2014) Workplace assessment. In Swanwick, T (Ed) *Understanding Medical Education. Evidence, Theory and Practice*. 2nd Edition. Wiley-Blackwell,London.

Norton, L (2009) Assessing student learning. In Fry H, Ketteridge S and Marshall S.(Eds) *A Handbook for Teaching and Learning in Higher Education*. Routledge, London

Schuwirth L.W.T and van der Vleuten C.P.M (2006) *How to Design a Useful Test: the principles of assessment.* Edinburgh: Association for the Study of Medical Education.

Sterkenburg A, Barach P, Kalkman C, Gielen M, ten Cate O. (2010) When do supervising physicians decide to entrust residents with unsupervised tasks*? Acad Med.* 2010;85(9):1408–1417

ten Cate O. (2013)The nuts and bolts of entrustable professional activities. *J Grad Med Educ.* 2013;5(1):157–158.

Wood D (2014) *Formative assessment.* In Swanwick, T (Ed) *Understanding Medical Education.* London: Wiley-Blackwell.

Evaluation of teaching and faculty development

Bell M (2001) Supported reflective practice: a programme of peer observation and feedback for academic teaching development . *International Journal for Academic Development.* 6(1) 29-39.

D'Eon M, Overgaard V et al (2000) Teaching as a social practice: implications for faculty development. *Advances in Health Sciences Education* 5:2 151-162

Goldie,J(2006) AMEE Education guide no 29: Evaluating educational programmes. *Medical Teacher* 28: 210-224.

Kugel P (1993) How professors develop as teachers. *Studies in Higher Education*. 18: 3 p315-328. [Free to access at https://www.mach.kit.edu/download/HowProfessorsDevelop.pdf]

Lovato C and Wall D (2014*) Programme Evaluation: improving practice, influencing policy and decsion making*. In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell.

Morrison,J (2010) *Evaluation in ABC of Learning and Teaching in Medicine.* BMJ publications - Ed Cantillon and Wood, Wiley Blackwell

Snell L, Tallen S, Haisr S, Hays R, Norcinia J, Prince K (2000) A review of the evaluation of clinical teaching: new perspectives and challenges. *Medical Education* 34; 862-870

Vassilas C, Ho L.(2000), The use of video for teaching assessment: *Advances in Psychiatric Treatment 6* 304-311

Wilkes M, Bligh J (1999) Evaluating educational interventions. *BMJ* 318:1269-7.

Reflective practice and portfolios

Bradbury H, Frost N, Kilminster S and Zukas M (2010) *Beyond Reflective Practice. New approaches to professional lifelong learning*. London: Routledge.

Driessen E and van Tartwijk (2014) *Portfolios in personal and professional development*. In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell.

Feest K and Forbes K (2007) *Today's students, tomorrow's doctors – reflections from the wards*. Oxford: Radcliffe.

McNeil H, Brown J and Shaw N (2010) First year specialist trainees' engagement with reflective practice in the e-portfolio . *Advances in Health Sciences Education* 15:4 p547-558.

Mann K, Gordon J and MacLeod A (2009) Reflection and reflective practice in health professions education: a systematic review. *Advances in Health Sciences Education*. 14: 4 p595-621

Newman, P, Peile, E (2002) Valuing learner's experience and supporting further growth, educational models to help experienced adult learners in medicine, *BMJ* 325:200-202.

Schon D (1990) *Educating the reflective practitioner. Toward a new design for teaching and learning in the professions*. San Fansisco: Jossey-Bass.

Schon D (1983) *The Reflective Practitioner: how professionals think in action*, London: Temple Smith.

Wamsley M, Julian, K, Vener M, Morrison, E (2005) Using an objective structured teaching evaluation for faculty development, *Medical Education*, Nov Vol. 39 Issue 11, p1160-1161

White C, Gruppen L and Fantone J (2014) *Self regulated learning in medical education* In Swanwick, T (Ed) *Understanding Medical Education*. London: Wiley-Blackwell.

Useful on-line resources

Alberta Rural Physicians action plan (On line with video clips) General advice on teaching in Clinical settings and useful guide – Including "the one minute preceptor"
http://www.practicalprof.ab.ca/working_with_imgs/common_issues.html

AMEE (Association of Medical Education in Europe) Guides. Wide range of guides for medical educators available to purchase (may also be available as publications within the Medical Teacher journal). More information at: http://www.amee.org/publications/amee-guides

BEME (Best Evidence Medical Education) Reviews. Systematic reviews of key issues in medical education. Available to purchase at: http://www.bemecollaboration.org

Multi-professional faculty development. E-learning in clinical teaching site. Useful 'bite size' modules covering wide range of topics relevant to medical, dental and healthcare education and training. Accessed at: http://www.faculty.londondeanery.ac.uk/e-learning/e-learning-in-clinical-teaching-1 [Last accessed 24 Aug 15]

Patient Voices. Wonderful resource of narrated 'stories' from patients, carers, healthcare professionals (including junior doctors). Available at: http://www.patientvoices.org.uk

TIMETABLE

Michaelmas 2018

Session1	Friday 12 October
Session 2	Saturday 13 October
Session 3	Friday 16 November
Session 4	Friday 7 December

Lent 2019

Session 5	Friday 18 January
Session 6	Friday 1 March

Easter 2019

Session 8	Friday 5 April
Session 9	Friday 3 May

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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