Postgraduate Certificate in Clinical Research, Education and Leadership

2019-2020

Course code: 1920PPBM04

COURSE GUIDE
Welcome to the **Postgraduate Certificate in Clinical Medicine**, a University of Cambridge award offered by the Institute of Continuing Education (ICE), designed collaboratively with the University of Cambridge Health Partners, the Academic Health Sciences Centre in conjunction with the School of Clinical Medicine. 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](http://www.ice.cam.ac.uk/studying-with-us/information-for-students).

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:

- Clinical Research
- Clinical Education
- Clinical Leadership

The Postgraduate Certificate in Clinical Medicine is designed to be flexible and accessible to healthcare professional and complement employment within a clinical environment. The aim of the programme is to:

- Create an international cohort of consultants, GPs and dentists able to pursue and develop their roles in a rapidly-changing and challenging environment of clinical medicine
- Develop the confidence within this cohort to lead service improvement for safe and high quality patient care, with the required knowledge, skills and capability to have a positive personal impact on the work of others in their clinical team and wider service
- Develop clinicians with an understanding of teaching, professional development and assessment in the field of clinical medicine
- Develop clinicians with an understanding of research methodologies and ethical considerations relevant to clinical medicine
- Encourage participants to develop as reflective practitioners with the emotional intelligence, resilience and astuteness required to be effective clinical leaders
- Encourage a commitment to intellectual challenge and evidence-based clinical practice informed by the latest conceptual and theoretical knowledge of medical education, research methods, ethics and clinical leadership and governance

You will acquire through the programme a grounding in each of these areas, and 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.

**Teaching staff**

**Tutors**

**Dr Nicola Jones**: Consultant and Clinical Lead for Critical Care at Papworth NHS Foundation Trust, Cambridge

**Dr Silvia Karcheva**: Consultant Anaesthetist and Educational Supervisor at Addenbrooke’s Hospital, Cambridge

**Dr Pamela Todd**: Consultant Dermatologist and Deputy Director of PGME at Addenbrooke’s Hospital, Cambridge
Dr Juliet Usher-Smith: Clinical Senior Research Associate and Associate General Practitioner, Cambridge

Dr Ben Challis: Honorary Consultant Endocrinologist, Addenbrooke’s Hospital, Cambridge

Ms Jessica Watts: Leadership Development Associate, Cambridge University Health Partners, Judge Business School, University of Cambridge

Dr Thomas O’Connor: Senior Dentist, Cambridge Community Dental Services and Honorary Dental Surgeon, Addenbrooke’s Hospital, Cambridge

Administrative staff

Head of Academic Centre Administration – Professional Studies: Gillian Barclay, Email: gillian.barclay@ice.cam.ac.uk , Tel: 01223 760063

Academic Centre Administrator – Professional Studies: Liz Webb, Email: liz.webb@ice.cam.ac.uk , Tel: 01223 746408

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

Institute of Continuing Education
University of Cambridge
Madingley Hall
Madingley
Cambridge
CB23 8AQ
T: 01223 746222
Website: www.ice.cam.ac.uk
Email: pg-stem@ice.cam.ac.uk
POSTGRADUATE CERTIFICATE

Syllabus

Michaelmas term 2019

Module 1: Clinical Research

Start date 2 September 2019  End date 20 December 2019

Teaching dates 9 – 12 September 2019  25 November 2019

Time 9am- 6pm

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutors Dr Juliet Usher-Smith and Dr Ben Challis

Aims

To allow students to participate effectively in clinical research and to provide students with a framework to develop research ideas into publishable studies.

Provide students with the knowledge to understand the importance of research activity in the future of clinical care within healthcare systems and tertiary health care institutions.

To provide students with insight into study design, funding and management, and understanding of the regulatory environment in which research is conducted.

Contribute to continuing professional development of healthcare professionals by providing knowledge of research and academic career pathways.

Content and presentation of the module

There are eight themes within the research module:

Theme 1: Understanding the role of research in clinical practice and the role of clinicians in conducting research, and the elements of good clinical practice;
Theme 2: Effective review of the literature;
Theme 3: Understanding research methodologies;
Theme 4: The clinical study design process and ethical approval;
Theme 5: Publication and dissemination;
Theme 6: Funding applications and grant writing skills;
Theme 7: Statistics, data analysis and data presentation;
Theme 8: Critically appraising the literature
Theme 9: Research career pathways.

In addition a Good Clinical Practice Course is completed electronically.
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<td><strong>Pre-course Preparation</strong>: Complete personal profile within VLE discussion forum.</td>
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**Outcomes**

By the end of the module students should be able to:

- Describe the importance of research within the clinical environment;
- Understand the inter-dependence between research, clinical practice, healthcare education, and quality improvement;
- Develop an idea from the initial concept to a publishable study;
- Understand the funding and regulatory structures for healthcare research;
- Be able to plan a career as an academic clinician scientist, or research-active clinician.

**Formative assessment**

Students will receive formative assessment throughout the course by use of reflective logs, peer feedback, and tutor discussion.

**Summative assessment**

Summative assessment will be conducted using a written assignment (2500 - 3000 words) in the form of a theoretical research project proposal in an area of clinical practice relevant to the student’s own speciality or interest.

**Closing date for the submission of assignments:**

12:00 UTC/GMT* 6 January 2020

*Co-ordinated Universal Time/Greenwich Time

**Resources and Background Reading Materials**


Supporting Academic General Practice:
https://sapc.ac.uk/article/supporting-academic-general-practice
British Society for Oral and Dental Research:
http://www.bsodr.org.uk
NIHR Clinical Trials Toolkit:
http://www.ct-toolkit.ac.uk
Core Outcome Measures in Effectiveness Trials (COMET) Initiative:
http://www.comet-initiative.org
Enhancing the Quality and Transparency of Health Research (EQUATOR network):
http://www.equator-network.org
The Health Research Authority:
http://www.hra.nhs.uk/
Good Clinical Practice:
http://ichgcp.net/
Module 2: Clinical Education

**Teaching dates**
20 - 23 January 2020
6 February 2020

**Time**
9am-6pm

**Venue**
Madingley Hall, Madingley, Cambridge CB23 8AQ

**Tutors**
Dr Silvia Karcheva and Dr Pamela Todd

### Aims
Ensure students develop advanced skills and motivation for teaching.

Allow students to contribute to continuing development of healthcare professionals by stimulating inter-professional education.

Develop students as teachers and prepare them for the high standards of revalidation and appraising of the educational aspect of their work.

### Content and presentation of the module

There are eight themes within the research module:

**Theme 1**: Introduction to small group teaching;
**Theme 2**: Becoming an effective clinical supervisor;
**Theme 3**: Principles of assessment and appraisal;
**Theme 4**: Technology enhanced learning (TEL) Part I: eLearning;
**Theme 5**: Technology enhanced learning (TEL) Part II: Simulation;
**Theme 6**: Teaching practical clinical skills;
**Theme 7**: Trainees in difficulty;
**Theme 8**: Educational research.
Outcomes

By the end of the module students will have developed the skills to:

- Understand the principles of teaching and learning based on the evidence and theories of adult learning;
- Deliver teaching tailored to appropriate working environments;
- Understand the relationship between teaching, learning and assessment;
- Understand the relationship between knowledge, skills and attitudes;
- Manage groups and enable group interaction;
- Engage students at different stages and abilities and develop an awareness of student’s stage of self-direction;
- Set objectives and match learner’s and teacher’s expectations and encourage active self-directed learning;
- Understand the features of real and virtual learning environment;
- Develop technology-enhanced learning (TEL) and create educational programmes.
ASSESSMENT

Formative assessment
Formative assessment is delivered throughout the course and includes the pre-course preparation, a reflective process following each session, and the short teaching episode during the round-up session. Students will also be formatively assessed on their active participation during class sessions and workshops.

Summative assessment
Students will submit three assignments: reflection on a teaching episode (750 - 1000 words), an example of a training programme, an e-learning module or a simulation scenario (750 - 1000 words or the equivalent), and an essay on a topic of the taught programme (1000 - 1,500 words). The three assignments should total 3,000 words or the equivalent.

 Closing date for the submission of assignments:
12:00 UTC/GMT* 27 March 2020
*Co-ordinated Universal Time/Greenwich Time

Resources and Background Reading Materials
The materials for pre-class preparation, including the reading between class sessions, will be posted to the VLE prior to the sessions.
POSTGRADUATE CERTIFICATE

Syllabus
Easter term 2020

Module 3: Clinical Leadership

Teaching dates 13 – 16 April 2020
4 June 2020

Time 9am-6pm

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutors Ms Jessica Watts, Dr Nicola Jones, Dr Thomas O’Connor

Aims
To develop students as healthcare leaders with the required knowledge, skills and capability to have a positive personal impact on the work of others in their clinical team and wider service.

To contribute to the development of emotional intelligence, resilience and political astuteness required to be an effective healthcare leader in a rapidly changing and challenging environment.

To develop students who are committed to safe and high-quality patient care.

To develop students who are confident in leading for improvement and leading across a wider system of healthcare.

Content and presentation of the module

There are eight themes within the Clinical Leadership Module:

Theme 1: Clinical Leadership in the NHS;
Theme 2: Self-awareness and personal leadership qualities;
Theme 3: Project/change management theories and practice;
Theme 4: The impact of effective leadership within the clinical arena and how to enhance leadership. Leadership resilience strategies;
Theme 5: Teams: An evidence-based approach to people management and developing high-performing teams;
Theme 6: Rescuing failing teams, managing difficult behaviour;
Theme 7: Leading for improvement, strategic development, business planning and marketing;
Theme 8: Presenting projects, change management, organisational theory. Change within large organisations – the NHS, learning from other industries.
Easter | Teaching date | Topics
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**Pre-course Preparation:** Completion of pre-course reading, completion of service improvement project initiation document, completion of personal profile via on-line discussion forum.

9am – 6pm | 13 April 2020 | Introduction to the programme; leadership in the NHS, Purpose, People Processes: Clinical Leadership and Management “When Information and Governance disconnect” (Themes 1, 4).

9am – 6pm | 14 April 2020 | Self-awareness and personal leadership qualities; Financial Flows and Leveraging Improvement (Themes 2, 4).

9am – 6pm | 15 April 2020 | Leading for improvement – review of projects and key leadership challenges facing the NHS (Themes 3, 4 and 7).

9am – 6pm | 16 April 2020 | Operations Management and Module Review (Theme 8)

9am – 6pm | 4 June 2020 | Healthcare Simulation and Service Improvement Project review. (All Themes)

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**Outcomes**

By the end of the module students will have:

- An increased understanding of leadership concepts;
- Developed their leadership impact;
- An increased understanding of the concepts of resilience and be able to enhance their resilience strategies;
- An increased knowledge of the NHS environment and leadership challenges presented by this;
- Gained project management methodology skills through the design and delivery of a service improvement project;
- Explored a range of leadership perspectives;
- Understand the impact of culture and organisational context on their personal leadership style and the team leadership task;
- Acquired a framework for understanding and responding to “difficult behaviour”;
- Practised and refined their leadership skills;
- Participated in a leadership case scenario related to a healthcare system issue;
- An understanding of the evidence base and best practices for team leadership;
- Practiced their presentation and personal leadership impact skills individually and as part of a group;
- Explored leadership behaviours that contribute to safe and reliant patient care; improved quality of care and improved outcomes
ASSESSMENT

Formative assessment

Students will be assessed formatively throughout the module on evidence of regular reflection in their online reflective diary, demonstration of active participation in online discussion, and on their peer review of other students, both as the observer and as the learner, as evidenced in their written reflections.

Summative assessment

A presentation of the service improvement project in the form of a written abstract, poster and PowerPoint presentation of 2,000 words or equivalent (66% of summative assessment).

A written assignment from the leadership simulation workshop of 1,000 words or equivalent (33% of assessment). This will involve reflection on the subsequent application of skills learnt during the simulation in the actual workplace during the 2 week period immediately following the event.

Closing date for the submission of assignments:

Service Improvement Project: 12:00 UTC/GMT* 29 May 2020

Assignment from the simulation workshop: 19 June 2020

*Co-ordinated Universal Time/Greenwich Time

Resources and Background Reading Materials

# Postgraduate Certificate in Clinical Research, Education and Leadership

## Teaching dates 2019/20

### Michaelmas 2019

**Module 1: Clinical Research**

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### Lent 2020

**Module 2: Clinical Education**

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### Easter 2020

**Module 3: Clinical Leadership**

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**MASTERCLASSES** Dates TBC

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