



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Postgraduate Diploma in Medical Education

2019-2020

Course code: 1920PPBD01

COURSE GUIDE

Welcome and introduction

Welcome to the **Postgraduate Diploma 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 Diploma 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. The completion of the Postgraduate Certificate in Medical Education is a necessary pre-requisite. For further information about academic credit please see our website, <http://www.ice.cam.ac.uk/studying-with-us/information-for-students>.

The Postgraduate Diploma comprises three modules taught over 8 contact days, with additional on-line activity, reflection, study and assignment work. A virtual learning environment (VLE) supports your learning throughout. The three modules are:

1. Curriculum and assessment: design and development
2. Supporting work-based learning
3. Developing practice and leading learning

The course aims to develop individuals able to adopt an informed and critically reflective stance to their own and others practice as medical educators and leaders. This includes:

- consideration of strategies to create and sustain safe working and learning environments, including supporting and developing faculty to deliver high quality education and training
- the features of high quality formative and summative assessment practices and how these are used to assess performance and support the development of students and trainees (including differentiation of performance and supporting trainees who are failing to progress)
- a focus on curriculum and course design at two levels i.e. firstly, to enable an informed critique of adopted curriculum, their limits and potentials and secondly to familiarise participants with core curriculum design skills

The diversity of students undertaking masters level study in medical education is a rich resource for learning. Small group, task and project-based work is an important element of course design that links teaching, learning and assessment activity. The course adopts elements of 'flipped learning' methodology – you will be expected to engage in a range of preparatory activity prior to interactive seminars and workshops. The planned follow-up activity invites you to make explicit connections between your learning on the programme and experiences of medical education and training in the workplace. For example, one of the assessment tasks planning an educational intervention or innovation to enhance the quality of clinical education in your own workplace context. We ask you to provide a rationale for the intervention that draws on authentic 'data' (such as trainee or GMC feedback) and selected literature (including professional guidelines, standards or policy).

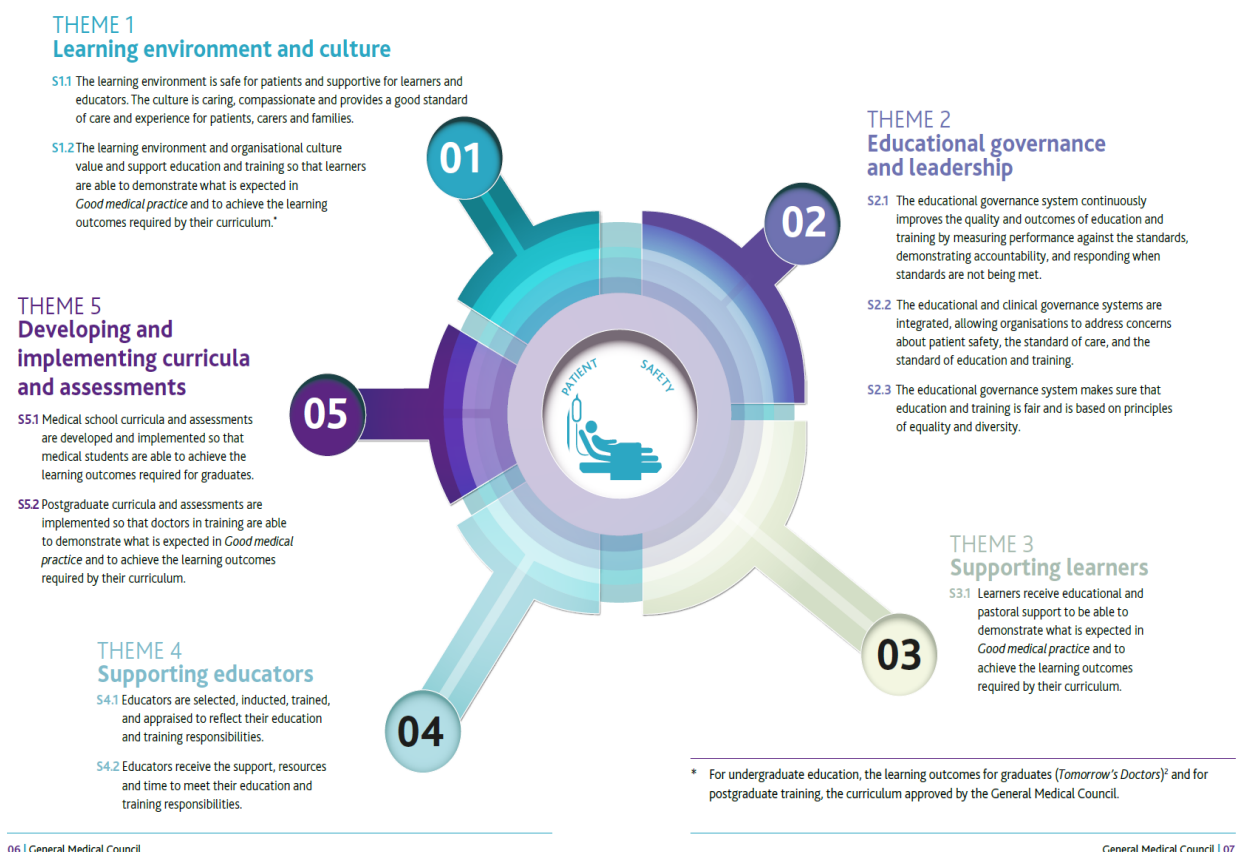
A vital aspect of the programme is the maintenance of a personal 'blog' within the Virtual Learning Environment (VLE). You are required to make a minimum of three blog entries each term where you critically reflect upon key module 'learning moments', explicitly linking these to the literature and practice. These blog entries are the starting point for the course assessment strategy, which includes both formative and summative elements.

Transferable skills and professional standards

The course has been designed to align to relevant professional standards and frameworks, with emphasis on those put forward by the General Medical Council in *Promoting Excellence: Standards for Medical Educators* (GMC 2016). This framework (see diagram below) articulates ten standards organised across five themes. The course is designed to build upon and extend learning from the postgraduate certificate, so that those completing the diploma are able to make a cogent case for meeting all ten of the standards, articulated in the diagram below (GMC 2016.)

The postgraduate certificate concentrates on Themes 1 and 3 (*Learning Environment and Culture, Supporting Learners*) and looks at the implementation elements of curriculum and assessment (Theme 5). The postgraduate diploma consolidates this work and explicitly extends into Themes 2, 4 and 5 (*Educational Governance and Leadership, Supporting Educators, Developing and Implementing Curricula and Assessments*). As with the postgraduate certificate, there is also alignment with the Academy of Medical Educators (2014) Professional Standards, with students being able to demonstrate how their learning and linked work activity maps to all five domains.

The ten standards



In addition, the course develops knowledge and expertise across three domains of the GMC (2017) Generic Professional Capabilities Framework. Domain 8 articulates *Capabilities in Education and Training* that are addressed across postgraduate certificate and diploma courses. In addition, elements of Domain 5 (*Capabilities in Leadership and Teamwork*) and Domain 9 (*Capabilities in Research and Scholarship*) are integrated into the postgraduate diploma curriculum design and linked teaching and assessment methodologies.

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Programme Director: Dr Diana Wood

Clinical Dean and Director of Medical Education at the University of Cambridge School of Clinical Medicine

Academic Director: Dr Tom Monie

Assistant Director of Academic Centres (Academic) and Academic Director for STEM (Biological) at the Institute of Continuing Education, University of Cambridge

Course Director: Prof. Clare Morris.

Clare brings extensive experience of leading masters level programmes in medical and dental education. She has co-delivered the Postgraduate Certificate in Medical Education for the past five years with Dr Jeremy Webb (Course Director). She is Honorary Professor of Medical Education, Barts & The London School of Medicine & Dentistry, Queen Mary University London.

Lead Tutor: Dr Jeremy Webb

Dr Jeremy Webb is a General Practitioner and 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

Additional faculty:

Dr Michelle Arora is Consultant Paediatrician, Addenbrookes and a medical education researcher with interests in assessment and feedback.

Ms Lesley Cave is an Executive Coach and Coach Supervisor with a depth of experience and expertise working with healthcare professionals, teams and organisations. She is a cohort tutor on the Elizabeth Garrett Anderson NHS Leadership programme.

Dr Mark Gurnell is Associate Clinical Dean (Lead for Assessment) University of Cambridge School of Clinical Medicine and Honorary Consultant Endocrinologist, Addenbrookes.

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

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Syllabus for module 1

Michaelmas term 2019

Curriculum and assessment: design and development

Start date	7 October 2019	End date	20 December 2019
Teaching	11 October 2019 8 November 2019 29 November 2019	Time	9am to 5pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor(s)	Clare Morris Jeremy Webb	No of meetings	3 core contact days

Aims

This module addresses one of the three course aims, namely to enable an informed critique of adopted curriculum, their limits and potentials and secondly to familiarise you with core curriculum design skills.

The module explicitly addresses GMC Standards S5.1 and S5.2 which sit in Theme 5, developing and implementing curricula and assessments (see figure below). In addition, you will explore issues that relate to Theme 1 (Learning Environment and Culture) and Theme 2 (Educational Governance and Leadership).

Content

The module starts with an exploration and critique of common curriculum designs, with exemplars drawn from undergraduate and postgraduate medical education. We will consider the ideas about learning that appear to underpin each model, including what they reveal about teaching-learning and/or working-learning relationships. You will find yourself drawing upon the educational theories and concepts explored during the postgraduate certificate course. The first contact day will also provide an opportunity to look at some key principles of curriculum design which are extended in the curriculum and assessment masterclass session. The introductory work provides a foundation for the education intervention /innovation work that forms the basis of the first summative assessment (in the Lent Term).

You will then be asked to do some guided on-line and independent activity, focussed on curriculum design in postgraduate medical education. We will draw on examples of specialty training curriculum in the UK, Canada and Australia. Whilst there are marked similarities, there are tangible differences in conceptual frameworks i.e. the use of competence-based, outcomes-based or

entrustment-based decisions. There will be a moderated reading group based on ‘discourses of competence’ that we will ask you to relate to your own training programmes. Alongside this work, you will start to plan your own educational intervention /innovation and think about how you will present this to those in your peer review group.

The second contact day takes the form of a curriculum design masterclass. We will rehearse the design of a postgraduate course, drawing on your own experiences on the PgCert and PgDip courses. We will link this to assessment choices and conceptions of curriculum alignment.

The main focus of day three will be on curriculum innovation, draw upon contemporary examples of curriculum changes in medical schools across the globe. There will be some time to consider your planned educational interventions /innovations and present these to your peer review group, who will offer feedback and suggestions. Following this final contact day, you will be asked to complete the peer review work, providing feedback to your assigned peer in written form. The final activity for the module is a mandatory written reflection on the peer review process, to be included in the portfolio of educational practice, submitted at the end of the course.

Presentation of the module

The table below provides a visual overview of both face to face and independent activity. It is an indicative guide in so far as the on-line work is asynchronous (although tutor moderation of the reading group activity will be made known in advance.) The course has been designed as a blended learning course; activity between contact days is just as important as the face to face work which constitutes only a small proportion of module hours (of around 200 study hours

Week beginning 2019	Contact Day	Prep / Follow up activity (indicative guide)
1 October 2019		Create profile on VLE and prep reading for Day 1
7 October	11 October Introduction to common curriculum models in UG and PG Medical Education and Training Principles of curriculum design	On-line work- curriculum design in PGME case study work (discussion forum based) +/- VLE Blog Posts
14 October		On-line reading group ‘discourses of competence’ (discussion forum based) +/- VLE Blog Posts
21 October		
28 October		
4 November	8 November Curriculum masterclass	Prep for formative assessment task +/- VLE Blog Posts
11 November		
18 November		
25 November	29 November	Formative assessment task (peer review) and write up (18 December)
2 December	Innovation in curriculum design.	
9 December	Peer review of work-in progress	
16 December	Final plenary discussion	Mandatory reflection on peer review process

		Formative assessment task completed and evidenced in VLE Blog (20 January)
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Learning outcomes

The assessment of this module is formative, designed to help prepare you for subsequent summative assessment activity. It is however mandatory, acting as a 'gatekeeper' for progression. The formative assessment task is designed so you can demonstrate partial fulfilment of the postgraduate diploma course learning outcomes i.e.

1. Evidence a critical appreciation of the ways in which clinical learning and practice are conceptualised and **how this is reflected in curriculum design and implementation decisions, including assessment strategies.**
2. Demonstrate learner and patient-centred **approaches to clinical education, training and assessment, that are appropriately aligned to relevant professional curricula and standards.**
3. Purposefully draw upon a range of educational theories and concepts, as a basis for analysing and enhancing approaches to clinical education and training
4. Propose novel approaches to the development of their own and/or others educational practice, in the response to changing circumstances and/or needs.

Student assessment: peer review of portfolio in progress

Assessment one (formative):

You are required to select and present a) a plan for an educational innovation with rationale (linked to the first summative assessment, submitted in lent term) and b) exemplars of up to three blog entries completed during this term (linked to the second summative assessment, submitted at the end of the course).

The portfolio, when completed, should demonstrate achievement of all course learning outcomes as defined in the programme specification. As part of the formative, peer review process you will be asked to give both verbal and written feedback to your peer(s). You will be required to write a reflection on this process as an obligatory element of the portfolio of educational practice (the final summative assessment). This formative assessment activity therefore provides an opportunity to rehearse and refine verbal and written feedback skills as well as develop ideas for later summative assessments.

Summary of process: You will be assigned to a peer review group and a named reviewer after the first contact day of the module. On the second day of the module, you will have an opportunity to present your assessment work-in-progress to your peer group, who will offer verbal feedback and suggestions by 18 December 2019. Your named reviewer will spend time after the contact day to read your prepared work and offer written feedback and suggestions. You will be the named reviewer for a different student and do the same. Finally, you are required to write a mandatory reflection on the process (no more than 1500 words) by 20 January 2020. This will be one of the pieces of evidence in your final portfolio of educational practice.

Closing date for the submission of assignments: 20 January 2020 by 12.00 (noon) GMT / BST*

*Greenwich Mean Time / British Summer Time

Preparation for peer review

Prior to contact day 2

1. Prepare a plan and rationale for your educational innovation. This should be no more than 2 sides of A4 (single spaced, font size 11) but provide sufficient context for your peers to understand why the innovation is important. You are not expected to provide evidence to support the plan, but you might refer to it e.g. student feedback, course review outcomes, trainee or trainer survey data. You will have time to present your ideas to your peer group, seeking their ideas, suggestions and feedback in order to further develop your work.

After contact day 2

2. You should review your peers plan send them written feedback no later than 18 December 2019 aimed at helping them develop their ideas and/or their reflective writing.

Reading and resource list

Key resources will be listed /posted on the VLE that 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. This is a masters level course which means we expect you to read widely, going beyond suggested readings offered in each module. Some examples of indicative reading are provided at the end of this course guide.

Syllabus for Module 2

Lent Term 2020

Supporting work-based Learning

Start date	17 January 2020	End date	27 March 2020
Teaching	17 January 2020 28 February 2020 13 March 2020	Time	9am to 5pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor(s)	Clare Morris Jeremy Webb	No of meetings	3 core contact days

Aims

The focus of this module is learning in the clinical environment. As such, it focusses on two of the three course aims. The first is around the creation of safe working and learning environments. The second is to develop your educational practices to support learner development and progression. This includes a focus on formative and summative assessment practices.

Mapping to professional standards

This module is aligned to Theme 1 (Learning Environment and Culture) and Theme 3 Supporting Learners) in the GMC (2017) Standards for Educators. It therefore maps against 3 of the ten standards i.e. S1.1, S1.2 and S3.1.

Content

There are three contact days for this module, which runs in the Lent Term. The first session considers the role of workplace based learning through the continuum of medical and healthcare education. We will consider the nature of working-learning relationships, considering the extent to which the emphasis is upon learning for work, learning at work and learning from work itself. We will consider the implications for the ways in which curriculum are designed, drawing on learning from module one. This first session will include a practical workshop where we consider the types of strategies we might use to make learning opportunities explicit and those we might use to activate /release learning arising from work activity (such as briefing, debriefing, feedback).

Between session one and two you will take part in a moderated reading group, supplemented by bespoke podcasts designed to support this course. You will engage with contemporary scholarship in the field of workplace-based learning as well as revisit some key concepts. These include reflective practice, communities of practice and modes of re-contextualisation. The second session is designed to help you put your new knowledge to use (an idea related to re-contextualisation)! This session will look at the implications for clinical and educational supervision practices.

The final session of this module shifts attention to the ways in which we differentiate our approaches to meet the needs of learners and trainees. We will focus in particular, on the ways in which we draw upon ‘evidence’ generated by observation, by conversations and the use of WPBA to guide our practice and tailor education/training according to need. This will include consideration of strategies for working with trainees who may have specific support needs.

Your independent activity throughout this module will be focussed on assessment activity. You should be aiming to complete the first summative assessment whilst gathering examples of your educational practice in readiness for building your portfolio (submitted at the end of module three). We expect you to continue to blog on a regular basis and ear mark papers from your wider reading that might be chosen for the obligatory critical review element. You will rehearse skills in critically reviewing papers in the moderated reading group.

Presentation of the unit

The table below provides a visual overview of both face to face and independent activity. It is an indicative guide in so far as the on-line work is asynchronous (although tutor moderation of the reading group activity will be made known in advance.)

Week beginning 2019	Contact Day	Prep / Follow up activity (indicative guide)
13 January	17 January Work-based learning throughout a medical career	Discussion forum prep for day 1: Working-learning relationships in UG, PG and CME
21 January		Moderated reading group (discussion forum /podcast based): conceptual tools +\- VLE Blog Posts
28 January		
4 February		
11 February		Independent activity related to summative assessment submission(s). +\- VLE Blog Posts Draft work to tutor no later than 21 February
18 February		
25 February	28 February Conceptual tools for educational and clinical supervisors: Understanding working – learning relationships	
4 March		
11 March	13 March Differentiation of training. Supporting learners in difficulty Making WBA work	
18 March		Summative assessment due: 27 March 2020
25 March		

Learning outcomes

The assessment of this module is summative. You are required to design an educational intervention or innovation designed to enhance the quality of clinical education or training in your own context (see detail below), The assessment task is designed so you can demonstrate partial fulfilment of the postgraduate diploma course learning outcomes, in particular i.e.

1. **Evidence a critical appreciation of the ways in which clinical learning and practice are conceptualised** and how this is reflected in curriculum design and implementation decisions, including assessment strategies.

2. Demonstrate learner and patient-centred **approaches to clinical education, training and assessment, that are appropriately aligned to relevant professional curricula and standards.**
3. **Purposefully draw upon a range of educational theories** and concepts, as a basis for analysing and enhancing approaches to clinical education and training.
4. **Propose novel approaches to the development of their own and/or others educational practice, in the response to changing circumstances and/or needs.**

Student assessment: Design for an educational intervention /innovation

You are required to design an educational intervention/innovation that has the potential to enhance the quality of clinical education/training in your own professional context. Whilst you are not required to implement the plan, you should design it in ways that make its implementation feasible. You might want to consider who else you would engage to make the planned project successful.

The intervention should be in response to a development need or issue i.e. one with supporting evidence, generated from one or more feedback /QA sources and/or research literature. This is an important aspect of the task and you should make sure the development you propose is placed clearly in context. This links the other key point, your proposed intervention/innovation should be offered with a supporting rationale that makes explicit the educational thinking underpinning it. You should support the rationale with reference to relevant professional standards or policy guidance as well as contemporary medical education literature.

The design should include a strategy for evaluating impact.

It is up to you to decide the type of intervention /innovation you would like to design i.e. it may be at the level of curriculum design, assessment strategy, approaches to teaching and supporting learning or equivalent (linked to GMC Standards for Educators). Remember the need to design something that is feasible, at least in principle!

Further guidance will be provided to candidates within the VLE. This submission is equivalent to 5,000 words.

Assessment support

Your initial ideas for this work will have been presented and reviewed by peers as part of the formative assessment for the first module. Their comments and suggestions should help guide the development of your proposal. You are able to access additional support from the module lead and your named academic tutor. We encourage all students to submit a draft of their work for feedback: you should negotiate a reasonable deadline for this with your tutor.

(We suggest no later than 22 Feb 19 to allow turn-around time for the tutor and action time for you in light of that feedback).

Closing date for the submission of assignments: 27 March 2020 by 12.00 (noon) GMT / BST*

*Greenwich Mean Time / British Summer Time

Syllabus for Module 3

Easter term 2020

Developing practice and leading learning

Start date	30 March 2019	End date	26 June 2020
Teaching	3 April 2020 8 May 2020	Time	9am to 6pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor(s)	Clare Morris Jeremy Webb Lesley Cave	No of meetings	2 contact days

Aims

This module is focussed on your development as an educational leader and your ability to influence change. There is a shift of emphasis from supporting learners, to supporting the educational development of colleagues and enhancing working-learning environments.

Mapping to professional standards

This module is aligned to Theme 1 (Learning Environment and Culture) and Theme 4 (Supporting Educators) in the GMC (2017) Standards for Educators. It therefore maps against 3 of the ten standards i.e. S1.1, S1.2 and S4.2. Furthermore, it addresses a number of issues relating to Theme 2 Educational Governance and Leadership.

Content

There are two contact days for this final module which provides you with an opportunity to take part in an action learning set. The contact hours for these two sessions are longer (until 6 pm) to allow time for the Action Learning Set activity.

The first contact day has an emphasis on the approaches and strategies adopted to evaluate performance and support development of students, trainees and colleagues. We will focus on approaches to mentoring, coaching and appraisal, considering the relationship between these types of professional conversations and those that are more firmly situated within curriculum structures for postgraduate trainees e.g. the use of WPBA, educational supervision practices. This first contact day will include an introduction to Action Learning Sets. You will be allocated to an ALS on the basis of geography as we would like you to schedule at least one ALS meeting in the time between or after contact days. The emphasis of this ALS is on the 'leading learning' theme and will be linked to some independent reading and reflective activity between the two face to face days.

The second contact day has a focus on how we develop ourselves and others as educators, with an emphasis on faculty development. We will consider the purposes of faculty development and the

strategies associated with this type of activity. You will identify the ways in which you already support the development of others as educators and what else you might do to share your learning and experience in this field. This will be an opportunity to revisit your educational innovation and consider whether it is something you might seek to implement. The session will include an opportunity for some 'show and tell' activity linked to the development of your portfolio of educational practice and the second facilitated ALS. The theme of this ALS is developing self, developing others; we hope you might go on to have one more ALS meeting before the final submission date for your assessment.

Presentation of the unit

The table below provides a visual overview of both face to face and independent activity. It is an indicative guide in so far as the on-line work is asynchronous. There are two facilitated action learning sets. We hope you will arrange two other meetings of your ALS as part of your independent activity.

Week beginning 2020	Contact Day	Prep / Follow up activity (indicative guide)
30 March 2020	3 April Professional conversations: mentoring, coaching and appraisal. Introduction to action learning sets. Facilitated Action Learning Set 1: leading learning	Prep activity Independent activity related to summative assessment submission. +/- VLE Blog Posts
14 April		Action Learning Set : leading learning Independent activity related to summative assessment submission. +/- VLE Blog Posts
21 April		
28 April		
5 May	8 May Developing self, developing others. Portfolio of educational practice 'show and tell session' Facilitated Action Learning Set: developing self, developing others	Independent activity related to summative assessment submission(s). +/- VLE Blog Posts Draft work to tutor no later than 17 May
12 May		Action Learning Set. Developing self, developing others. Independent activity related to summative assessment submission +/- VLE Blog Posts
19 May		
26 May		
2 June		
9 June		
16 June		
23 June		Summative assessment: 26 June 2020

Learning outcomes

The assessment of this module is summative. You are required to present your completed portfolio of educational practice. The assessment task is designed so you can demonstrate fulfilment of the postgraduate diploma course learning outcomes, i.e.

1. **Evidence a critical appreciation of the ways in which clinical learning and practice are conceptualised and how this is reflected in curriculum design and implementation decisions, including assessment strategies.**
2. **Demonstrate learner and patient-centred approaches to clinical education, training and assessment, that are appropriately aligned to relevant professional curricula and standards.**
3. **Purposefully draw upon a range of educational theories and concepts, as a basis for analysing and enhancing approaches to clinical education and training.**
4. **Propose novel approaches to the development of their own and/or others educational practice, in the response to changing circumstances and/or needs.**

Student assessment: Portfolio of Educational Practice

The portfolio should capture your professional learning throughout the postgraduate diploma programme and linked activity. It includes mandatory reflections from your VLE Blog, including the reflection on the peer review activity in the Michaelmas Term. The portfolio is designed in such a way that it might be used during an educational appraisal e.g. to evidence an informed approach to education and training, aligned to professional standards.

Assessment task

The portfolio is in two linked parts.

The first is a critically reflective narrative of around 4,000 words, focussed on the ways you have developed as an educator throughout the postgraduate Diploma programme. This is likely to include changes in thinking as well as practice.

In addition, you should include 10 supporting exemplars that exemplify the points you made in the narrative.

Three of the exemplars are mandatory

- i) your reflection on the peer review activity undertaken as part of the formative assessment for the first module and
- ii) a critical review of no more than 1500 words, of a recent journal article that you have selected because it has the potential to inform the development of your own practice and
- iii) an example of developing the educational practice of one or more colleague(s).

The remaining exemplars should be chosen to demonstrate achievement of the programme learning outcomes and the professional standards for educators that are relevant to their profession and career stage. They are likely to be drawn from your VLE blog entries, participation in discussion forum on the VLE and from your own educational activity. There are no 'rules' about what to include and you are encouraged to be creative. Please ensure you do not identify any individuals by name without their explicit permission.

Assessment support

The course has been designed to offer opportunities to rehearse the types of thinking and writing necessary to produce a portfolio of masters level writing. The moderated reading groups rehearse the skills required to offer a critical review of your selected journal article (you might also like to discuss these in your ALS). The exemplars draw on materials generated throughout the course e.g. blog entries, contributions to discussion forums.

There are three specific points of support for this assessment. The first is the peer review of your blog entries (term one). The second is the portfolio 'show and tell session' on the second contact day of this module. The third is the support of your named academic tutor, who will look at a draft and offer feedback. You may negotiate the specific date, but we suggest no later than the 18 May, to allow time for your tutor to turn the work around and for you to act upon feedback in a meaningful way.

Closing date for the submission of assignments: 26 June 2020 by 12.00 (noon) GMT / BST*

*Greenwich Mean Time / British Summer Time

Books

You may find the following texts a good starting point for your reading. We recommend Swanwick, T (Ed) et al (2014, 2018 in press) as the set text.

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

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.

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

Malloch, M., Cairns, L., Evans, K and O'Connor, B. (2011) *The Sage Handbook of Workplace Learning*. London: Routledge.

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]

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.

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

Daniels, H., Cole, M and Wertsch, J.(2007) *The Cambridge Companion to Vygotsky*. Cambridge: Cambridge University Press

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

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

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.

Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C and Wenger-Trayner, B. (2015) *Learning in Landscapes of Practice. Boundaries, Identity and Knowledgeability in Practice-Based Learning*. London: Routledge

Journals

The following journals are available as e-journals (through Raven) or are open access

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

Perspectives on Medical Education

TIMETABLE

Michaelmas 2019

Session 1	Friday 11 October
Session 2	Friday 8 November
Session 3	Friday 29 November

Lent 2020

Session 4	Friday 17 January
Session 5	Friday 28 February
Session 6	Friday 13 March

Easter 2020

Session 7	Friday 3 April
Session 8	Friday 8 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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