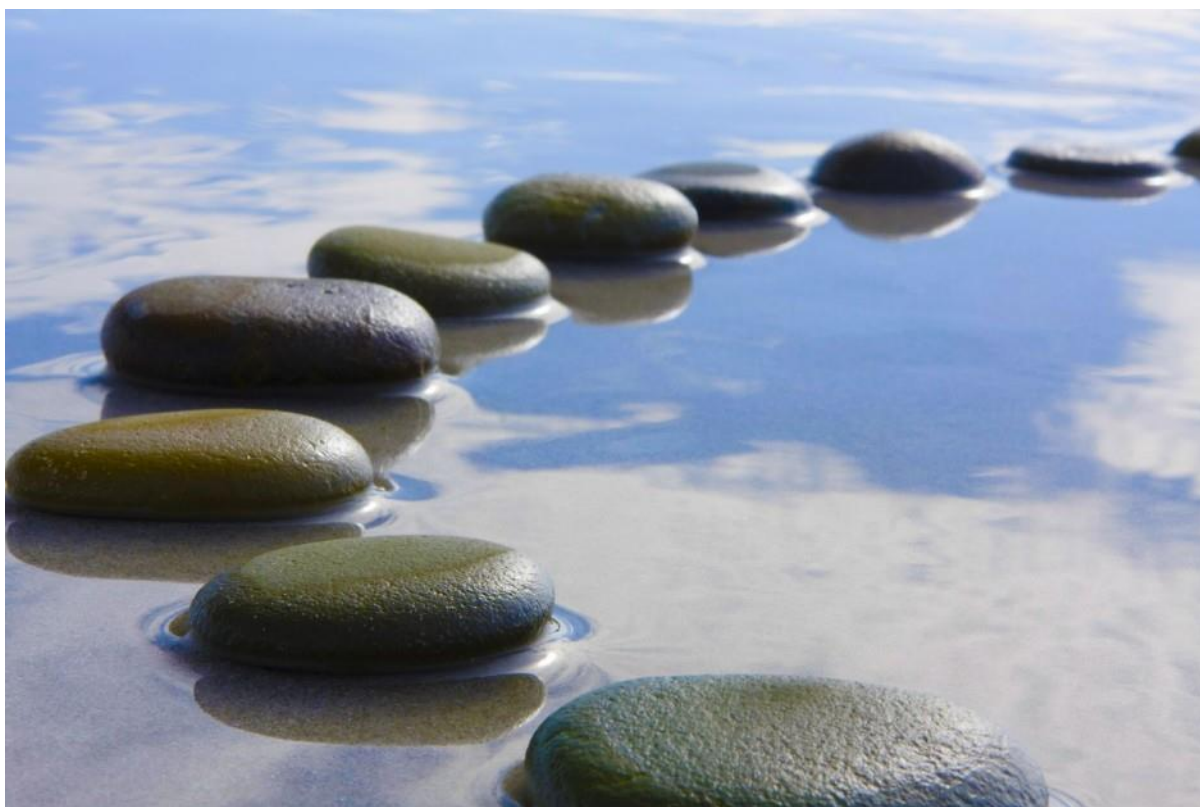


Foundation Programme for Clinical Educators

2020

Course code: 2021NDR531

COURSE GUIDE



Welcome to the Foundation Programme for Clinical Educators (FCE), a University of Cambridge Course offered by the Institute of Continuing Education (ICE), designed collaboratively with the University of Cambridge, School of Clinical Medicine's Clinical Deanery.

This is an introductory programme adapted from the Integrated Foundations of Medical Education (IFME) programme offered to all clinical teachers of undergraduates in Cambridge and the surrounding primary and secondary teaching centres. It has been adapted at the request of Health Education East of England to support clinical teachers within the Eastern region.

The programme is open to medical, dental and healthcare professionals who support learning in clinical environments as part of their professional role. The programme reflects GMC Standards for Educators and is mapped against the Academy of Medical Educator Standards for Medical, Dental and Veterinary Educators.

This foundational programme consists of two days with an introductory whole day, and a follow up full day as well as some related self-directed activity. It will typically be delivered over a two month period.

Teaching days consist of interactive workshops where course participants are introduced to ideas and experience themselves as learners and then go away and try these out as teachers. The course participants are encouraged to keep a learning log and include reflective entries which demonstrate their development as teachers.

The reflective guide can be used as part of the appraisal process and uploaded as evidence of learning. CPD points will apply to the sessions.

At the successful conclusion of the course applicants can apply to the Academy of Medical Educators at Membership level.

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 standards¹ (aligned to the Academy of Medical Educator Professional Standards²) and, for those working in University settings, the increased emphasis on fellowship of Advance HE, previously known as the Higher Education Academy (HEA), at the appropriate level³. 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. This has to be integrated into all speciality training curricula⁴.

¹ GMC (2016) Promoting Excellence. Standards for Education and Training. Accessed at: www.gmcuk.org/education/standards.asp

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

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

⁴ GMC (2017) Generic Professional Capabilities Framework. Accessed at: www.gmcuk.org/Generic_professional_capabilities_framework_0517.pdf_70417127.pdf

ICE also offers a Postgraduate Certificate, Diploma and a Master's programme in Medical Education. The design of the Postgraduate Certificate and the progression award to Postgraduate Diploma and then Master's reflects the increasing emphasis placed on educator development at all stages of medical and allied health professionals in their careers.

The Foundation Programmes are designed to prepare participants for their roles as medical educators and supervisors. A proportion, 10-15% to date, has then in our experience moved on to further study at PG Certificate level and another 10-15% to PG Diploma. There is a stepwise approach to developing participants' understanding of educational principles based on the GMC themes.

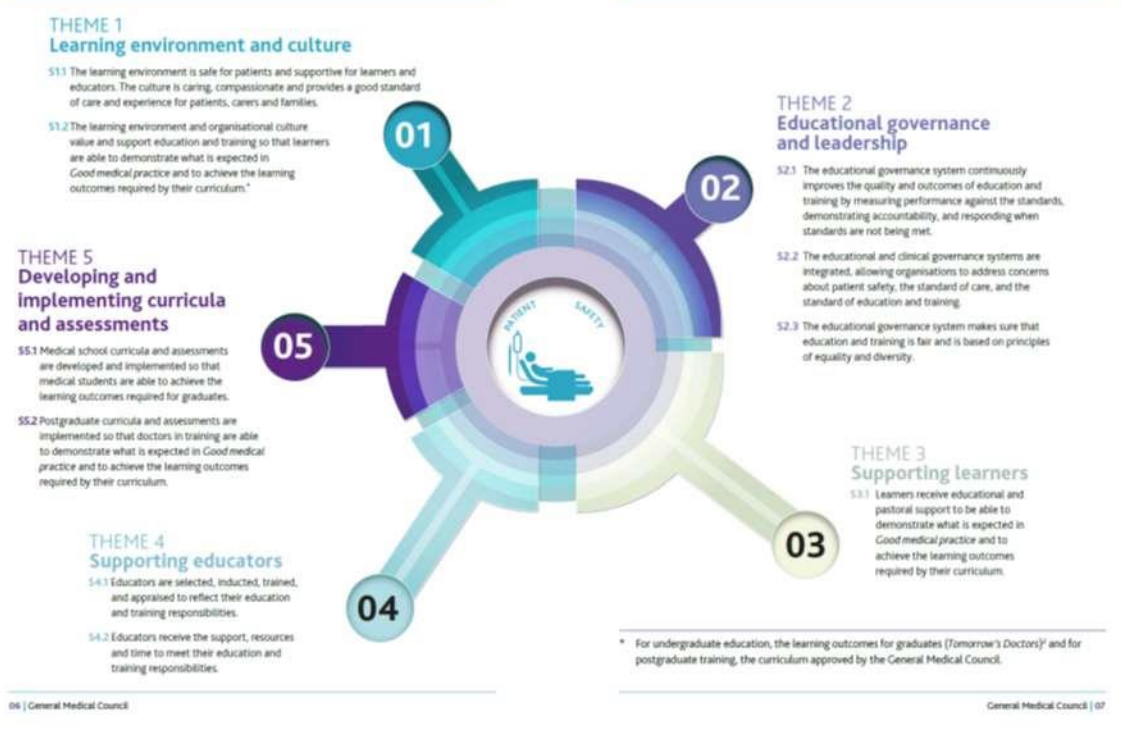
The focus of FCE is to introduce course participants to some of the most important principles and models relating to adult education, how they apply to teaching in health care sessions as well as introducing skills for supervision of learners, for giving feedback and for evaluating teaching.

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 Postgraduate Diploma there is the opportunity to extend and develop your practice as an educator, educational leader and faculty developer.

The Postgraduate Diploma adds to the core learning in the Postgraduate Certificate but offers 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.

All three programmes have been developed to meet the new Generic Professional Capabilities Framework, launched by the GMC in 2017 (see below). This extends educator development into training programmes of all specialities: it has to be integrated into all speciality training curricula by 2025. 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.

The ten standards



¹ GMC (2017) Generic Professional Capabilities Framework. Accessed at:

www.gmcuk.org/Generic_professional_capabilities_framework_0517.pdf_70417127.pdf

Teaching staff

Course Director

Dr Jeremy Webb is a General Practitioner, 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

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Tutors

Professor Clare Morris: Clare brings extensive experience of leading Master's level programmes in medical and dental education. She has co-delivered the Postgraduate Certificate in Medical Education for the past three years with Dr Jeremy Webb (Course Director). She is also Professor of Medical Education, Queen Mary University of London.

Dr Mark Lillicrap: Mark is a Consultant Rheumatologist at Addenbrooke's Hospital in Cambridge and Hinchingsbrook Hospital in Huntingdon. His particular interest is in medical education. He is an Associate Lecturer and Curriculum Sub-Dean at the University of Cambridge.

Dr Andrew Powlson: Consultant Endocrinologist, Addenbrooke's Hospital Cambridge

Dr Kirsteen Watson: Kirsteen is a Consultant in Public Health and medical educationalist working in both undergraduate and postgraduate medicine. She is currently an Associate Lecturer teaching Public Health to clinical students at the University of Cambridge and also

leads on Quality, Faculty Development and Strategic Development for the East of England Public Health Training Programme.

Administrative staff

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Venue

The course takes place at Madingley Hall, home to the University of Cambridge Institute of Continuing Education. Built in the 16th century, Madingley Hall is a Grade I listed building, and is set in eight acres of landscaped gardens designed in the 18th century by 'Capability' Brown. It is just four miles from the centre of Cambridge, and only 60 minutes from London, with excellent links to London airports. Full directions are given on our website at: www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

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Aims:

The aim of the part-time FCE Programme is to enable clinical teachers and potential supervisors to develop their approaches to teaching and supporting learning principally in clinical environments and when supervising and supporting learners in their workplaces.

It is designed to specifically develop the participant's knowledge and understanding of the theoretical basis of teaching and learning, and to allow participants to put teaching into the context of their role.

The intention of the course is to improve the participant's ability both to deliver their clinical teaching and to accumulate insight into the scholarship, research and professional values required of medical educators.

By the end of the course, participants should:

- Have developed and be able to demonstrate awareness of approaches to clinical teaching and supervision;
- Have developed and be able to demonstrate learning, professional values and evaluation of teaching practice as outlined by the GMC and AoME
- Have developed and be able to make credible links between personal observations, published material and models of teaching and learning.

In order to meet the needs of busy clinicians the taught sessions are backed up by online resources on a dedicated course Virtual Learning Environment (VLE).

Course Programme:

Day 1: Introduction to teaching in clinical settings

- Introduction to some theoretical models about Adult learning and how to apply them to clinical teaching
- Identifying course participants' needs as teachers
- Starting to develop strategies for teaching in clinical settings for groups and for individual learners
- Introduction to use of the VLE and how to use the online learning logs

Day 2:

- Encouraging reflection in learners
- Strategies to help when teaching in clinical environments, when working with small groups of learners or individual learners
- Starting to think about helping learners to develop their clinical reasoning
- Strategies to help when teaching skills which can be applied when teaching clinical skills communication.
- Strategies for working with individual learners and supervision
- Strategies for giving feedback and having developmental conversations with learners

Content:

Online resources on a dedicated Virtual Learning Environment (VLE) will be available for each day. Participants will be expected to provide ongoing evidence in engagement with the course principles by adding to their learning log.

Day 1: Principles of Medical Education

This day introduces core educational concepts and will give participants a solid grounding in the reflective practice skills they will need to develop as educators. It will provide an introduction to the GMC and AoME standards for educators.

It will include brief introductions to:

- Principles of adult learning
- Creating an educationally supportive environment
- Developing and understanding one's Community of Practice
- Introduction to the learning cycle
- Using questions – Bloom's Taxonomy, 1 minute teacher
- Introduction to reflective practice

Online resources and participant activities:

Reflective learning log – how do I structure my teaching sessions to provide an appropriate educational environment?

Reflective learning log – how have I dealt with the challenges of teaching in a clinical environment?

Day 2: Applying educational models to teaching in clinical settings, teaching about clinical reasoning and teaching skills. Supporting learners including Principles of Formative Evaluation and reflective practice.

The session starts by discussing the participants' reflections on the previous day's topics and then looks at ways of developing the learner's powers of clinical reasoning.

Traditionally clinical reasoning has not been formally taught. It is what doctors do and usually are unaware that they are doing it at all. If they are not aware of what they are doing then it makes it very difficult to teach it to less experienced junior colleagues.

This session is designed to introduce:

- Reflection – the role of personal and written reflection
- Strategies to help when teaching in clinical environments, especially when working with small groups of learners and individual learners
- Starting to think about helping learners to develop their clinical reasoning

The general structure will include:

- Review of reflective practice principles
- Principles of clinical reasoning and understanding students' vs. experienced clinicians' thinking patterns
- Effective use of questioning

- The role of observing learners
- Working with real patients in the clinical environment
- The importance of observing learners

Afternoon

Health care professionals need to be able to teach not only about medical interviewing skills but also need to be able to teach their trainees about practical and examination skills. We will discuss a model that allows a structure for teaching skills which can be more widely applied to practical and examination skills.

Many people can get confused about the terms Assessment, Appraisal and Evaluation. It is important to have a clear idea about the basic differences between these three.

In the afternoon session we will consider some important topics including:

- Working with individuals and starting to give feedback to learners
- The importance of formative review in work-based assessment
- Skills for working with learners in a one to one setting
- The learning cycle and how feedback and reflection fits into this and closes the loop with evaluation
- Evaluation of teaching

The general structure will include:

- Principles of constructivist learning
- Feedback in the learning process
- Having difficult conversations
- The do's and don'ts of feedback

Online resources and participant activities:

Reflective learning log – how am I giving feedback to my group?

Feedback guides

Reflective writing guide

Introduction to concept of peer-to-peer and peer review of teaching

Assessment

Satisfactory completion of the course requires attendance at both days.

There is no specific written assignment but participants are required to provide ongoing evidence in engagement with the course principles by adding to their learning log after each day. Participants are required to upload the evidence to the VLE and this material is also designed to be uploaded to their own educational learning logs for appraisal purposes.

The learning log will comprise three components:

- A brief description of the course participant's role as a medical educator at the start of the course and their reasons for applying to join the FCE programme
- Evidence of reflective log entries outlining principal points taken away from the face to face sessions and how they might apply to the participant's role as a teacher
- A brief reflective entry outlining how the participant has learnt from the course, how this has helped them as a teacher and how they intend to develop further in the future as a medical educator.

Evaluation of each session

We would like you to give us your feedback after each session on all aspects of the programme – the teaching, the administration, the venues and practicalities.

We prefer to do this via an online Evaluation Form on the VLE, the link to which will be provided to you prior to the session so that you can fill it in at the session ideally, or straight afterwards. Paper copies will be available on request.

Please do tell us how we are doing, as we can only improve things if we are made aware.

Certificate of Attendance

This course does not offer a formal qualification and participants will not be required to submit an assessment. However, they will be required to provide evidence of participation via an online reflective log and attend 100% (2 days) of sessions to achieve a Certificate of Attendance. This certificate will detail the dates attended and the CPD points awarded.

Academy of Medical Educators

The course will be recognised by the Academy of Medical Educators (AoME). Those who successfully complete the course will be eligible to apply as individuals for membership of the AoME

More information is available from www.medicaleducators.org/Why-join-AoME

Application and funding

This course is limited to clinicians or allied health care professionals who are currently, or about to have, an educational or supervisory role as part of their job role within the Health Education East of England region.

Funding for the course is provided directly by Health Education England East of England which includes Bedfordshire, Hertfordshire, Cambridgeshire and Peterborough, Norfolk, Suffolk and

Essex. We regret that the course is **not available** to professionals who are employed outside this geographical area.

Online application is available via the Institute of Continuing Education website. Please note that applicants must first be approved by their Directors of Medical Education (DME) or Training Programme Directors (TPD) for primary care. Applicants will be asked to upload a Letter of support from their DME or TPD when applying for a place. Applications are on a first come first served basis and will not be processed without this letter.

Although HEE funding will cover the cost of the course it does not cover the cost of application for membership to AoME. Should successful participants wish to apply, they must meet that cost themselves.