

Postgraduate Certificate in Healthcare Education

One year part-time programme

September 2021 - July 2022

AoME accredited

Programme aims

Drawing on practical experience, educational theories and research, this programme aims to provide those working in healthcare education with the appropriate professional attributes, knowledge, understanding and skills necessary to become effective, reflective educators. It offers a specialist understanding of appropriate pedagogy which furnishes students with the knowledge, skills and understanding to plan, deliver and evaluate teaching and learning in different contexts and to understand appropriate requirements to monitor progress and learner outcomes.

We have purpose- built teaching and learning environments at the Institute of Education (IoE) and Royal Berkshire Hospital, complemented by a virtual learning environment to support teaching, learning and assessment. The learning environment is successful as we ensure clear communication and positive relationship between students and staff.

We ensure that all learners, regardless of their particular needs and attributes, will be taught in an inclusive and supportive environment.

Assessment is ongoing through reflective practice, linking theory to practice and through reading the literature, discussions and participative activities online and in class. The three 20 credit modules are interlinked so learning is scaffolded and learning builds module upon module: in this way, students develop a set of skills which are honed and embedded.

Further information: <http://www.reading.ac.uk/progspecs/pdf21/PPTCHEDBOBHC21.pdf>

Time commitment

There are three modules, one each in the Autumn, Spring and Summer terms. Each module has a time commitment of 200 hours and is made up of face to face teaching (3 days); independent study, including wider reading (independent and directed); preparation tasks for the taught days; completion of formative assessment task; assignment preparation and reflection. Each week students will be given tasks they are expected to complete. Attendance at the taught days is compulsory.

August - September 2021 There will be at least four hours of distance/online work prior to the start of the programme. This will include enrolment, introduction to the programme, practical matters and study support materials.

Please make sure you make your employer aware of this time commitment and seek time for study.

Programme structure 2021-22

Autumn Term 2021 EDM186: The Professional Self and Healthcare

This module and its theoretical basis aim to challenge healthcare practitioners to consider their own behaviour and values within the context of the working environment. The module aims to analyse and understand the behaviour of humans and how to bring about behavioural change in others and oneself. The development of such understanding should inform the work of all those who consider they manage others and to thereby develop their abilities to know what they and others do, how they behave and why they do as they do, and to reflect upon this.

Content outline
The nudge theory
Values and attitudes
The personalities indicators
Gender
Attachment theory
Transactional analysis
Karpman's drama triangle

Assessment:

- Reflective accounts (1500 words) (30%)
- 3000 word assignment (70%)

For further information:

<https://www.reading.ac.uk/module/document.aspx?modP=EDM186&modYR=2021>

EDM185 Teaching and Learning in Healthcare

This module aims to provide healthcare practitioners with an overview of approaches to teaching that support effective learning. It explores what is meant by learning and provides an overview of learning theories that are necessary for underpinning approaches to teaching. In turn, this supports an understanding of how to deliberately plan for learning, examines different cognitive and affective obstacles to learning, and how teaching, learning and assessment should align. It intends to support the development of good educational practice in the workplace and to get students to reflect critically on their own and/or other's educational practice.

Content outline
Theories of learning
Exploring values, attitudes and beliefs in relation to learning
Principles of planning
Pedagogical approaches
Approaches to assessment
Making learning inclusive, accessible and challenging
An introduction to reflection on teaching and learning

Assessment:

- 2 x 1000 word reflections on a teaching/learning experience (50%)
- 1 x 1500 session plan/reflection/critical analysis (50%)

Further information:

<https://www.reading.ac.uk/module/document.aspx?modP=EDM185&modYR=2021>

Summer term 2020 EDM187: Working with Others in Healthcare

This module and its theoretical basis aim to explore the team who work within healthcare, exploring hierarchy, relationships and human factors. An exploration of professionalism and care will endeavour to identify the common values, skills, knowledge and therefore identity of the healthcare workforce. A key question to be considered is the extent to which care, public service and compassion is at odds with professionalism. The development of such understanding should inform the work of those who work in teams, within a range of professions and often in high intensity situations.

Content outline
Teams
Transitions
Human Factors
Group identity
Human limitations
Compassionate workplaces
Ethic of care
Professionalism
Collecting robust evidence

Assessment:

- One 4500 word report concerning a current issue within the workplace. This assignment differs from the other two module assessments in that it has to involve an issue which is multi - discipline.

Further information:

<https://www.reading.ac.uk/module/document.aspx?modP=EDM187&modYR=2021>

Possible day structure (but likely to vary)

Session	Time
Session 1	9.00 - 11:00
Break	11 - 11.15
Session 2	11.15 - 12.45
Lunch	12.45 - 1.30
Session 3	1.30 - 3:00
Break	3:00 - 3.15
Session 4	3.15 - 5 :00

Teaching and learning

Teaching and learning will be both virtual/online and face to face. There will be weekly tasks pre- and post- taught days, including assessments.

August - September 2021 There will be at least four hours of distance/online work prior to the start of the programme. This will include enrolment, introduction to the programme, practical matters and study support materials.

Attendance at the three taught days per term is compulsory.

PGCert Healthcare Education Programme Structure 2021-22

Including taught dates, assignment submission deadlines, and closure days. See key below.

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Pre programme work					
EDM186	The Professional Self and Healthcare				
04/10/2021		05/10/2021			
11/10/2021					
18/10/2021			20/10/2021		
25/10/2021					
01/11/2021			03/11/2021		
08/11/2021					12/11/2021
15/11/2021					
22/11/2021					
29/11/2021				02/12/2021	
06/12/2021					
13/12/2021					
20/12/2021					
27/12/2021					
03/01/2022					
EDM185	Teaching and Learning in Healthcare				
10/01/2022		11/01/2022			
17/01/2022		18/01/2022			
24/01/2022					
31/01/2022					
07/02/2022					
14/02/2022			16/02/2022		
21/02/2022					
28/02/2022					
07/03/2022		08/03/2022			
14/03/2022				17/03/2022	
21/03/2022					
28/03/2022					
04/04/2022				07/04/2022	
11/04/2022					
EDM187	Working with Others in Healthcare				
18/04/2022					
25/04/2022		26/04/2022			
02/05/2022					
09/05/2022					
16/05/2022					
23/05/2022			25/05/2022		
30/05/2022					
06/06/2022					
13/06/2022					
20/06/2022				23/06/2022	
27/06/2022					
04/07/2022					
11/07/2022			13/07/2022		

	Taught session 9am-5pm
	Assignment submission
	Public Holidays
	Closure days