

# Postgraduate Certificate in Healthcare Education

One year part-time programme September 2023 - July 2024

## 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 University of Reading 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 needs and attributes, will be taught in an inclusive and supportive environment.

Assessment is ongoing through summative assignments, 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: <https://www.reading.ac.uk/progspeccs/pdf23/PPTCHEDBOBHC23.pdf>

## Time commitment

**Please be sure you can commit to the expectations of the study time before applying:** 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 (28 hours/3 days each module); independent study, including wider reading (independent and directed); preparation tasks for the taught days; completion of formative assessment task; summative assignment preparation and reflection. Each week students will be given tasks they are expected to complete. Attendance at the taught days is **compulsory**. **In essence there is a high workload of self-directed study.**

There will be a taught day (**compulsory attendance**) on study skills 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 the time commitment and seek time for study.

## Programme structure

### Autumn Term 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
Managing behaviour
Values and attitudes
The personalities indicators
Gender
Attachment theory
Transactional analysis
Karpman's drama triangle

Assessment:

- Reflective accounts (1500 words) (30%)
- Assignment/essay (3000 words) (70%)

For further information:

<https://www.reading.ac.uk/modules/document.aspx?modP=EDM186&modYR=2223>

### Spring term 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

Summative assessment

- 2 x 1,000-word reflections on a teaching/learning experience (50%)
- 1 x 2,000-word reflection/critical analysis for a session plan + session plan (in an appendix) (50%)

Further information:

<https://www.reading.ac.uk/modules/document.aspx?modP=EDM185&modYR=2223>

## Summer term 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:

- 4,500 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/modules/document.aspx?modP=EDM187&modYR=2223>

## Day structure and timings

Session	Time
Session 1	9:00 - 11:00
Break	11:00 – 11:15
Session 2	11:15 – 12:45
Lunch	12:45 – 13:30
Session 3	13:30 - 15:00
Break	15:00 – 15:15
Session 4	15:15 – 17:00

**There will be a compulsory day workshop 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 as well as this day.**

## 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.

# PGCert Healthcare Education Programme Structure 2023-24

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

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Induction</b>					
25/09/23				28/09/23	
<b>EDM186</b>	<b>The Professional Self and Healthcare</b>				
02/10/23		03/10/23			
09/10/23					
16/10/23					
23/10/23		24/10/23			
30/10/23			01/11/23		
06/11/23					
13/11/23		14/11/23 9-10am virtual			
20/11/23				23/11/23	
27/11/23				30/11/23	
04/12/23					
11/12/23					
18/12/23					
25/12/23					
01/01/23					
<b>EDM185</b>	<b>Teaching and Learning in Healthcare</b>				
08/01/24					
15/01/24		16/01/24			
22/01/24		23/01/24			
29/01/24					
05/02/24					
12/02/24			14/02/24		
19/02/24					
26/02/24					
04/03/24		05/03/24			
11/03/24				14/03/24	
18/03/24					
25/03/24					
01/04/24					
08/04/24					12/04/24
<b>EDM187</b>	<b>Working with Others in Healthcare</b>				
15/04/24					
22/04/24		23/04/24			
29/05/24					
06/05/24					
13/05/24					
20/05/24			22/05/24		
27/05/24					
03/06/24					
10/06/24					
17/06/24				20/06/24	
24/06/24					
01/07/24			03/07/24		

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

