

Text

Description automatically generated

# Postgraduate Certificate in Healthcare Education

# One-year part-time programme September 2024 - July 2025

## Programme aims

The programme enables healthcare professionals (doctors, nurses and allied health professionals), who wish to specialise in education within the health sector to achieve a Postgraduate Certificate (level 7, 60 credits). This aim is achieved by exploring the professional self, teaching and learning approaches and inter professional collaboration. It is made up of three modules, all with summative assessments and all parts must be passed to achieve the qualification. The rest of the time is made up of self -study, including pre and post taught day tasks to complete.

The programme has been structured carefully so that students have to first investigate their own behaviours and values before moving onto the detail of teaching and learning and then finally considering the broader interprofessional context. The programme recognises that studying and writing in the social sciences will be unfamiliar to many of these students and it gives structured opportunities to practice writing argumentatively and reflectively.  The programme enables practitioners  to work with an inter-disciplinary team of professionals for the successful outcome for patients, and to develop skills in the various aspects of teaching, learning and assessment regardless of the healthcare context (ward round, theatre, standard classroom, etc).

Students are taught by a diverse teaching team comprising expert researchers as well as highly experienced practitioners working in healthcare at the Royal Berkshire Hospital and beyond.

Upon successful completion of the programme, students can apply to be a fellow of the Academy of Medical Educators, which the programme has been mapped to.

Further information: <https://www.reading.ac.uk/progspecs/pdf24/PPTCHEDBOBHC24.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.**

Logo

Description automatically generated  
  
  
  
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

### October- December EDM186 The Professional Self and Healthcare

This module and its theoretical basis aims to challenge healthcare educators to consider their own behaviour and values within the context of the working environment.

The module aims

* To develop a critical understanding of the issues concerning behaviour.
* To develop a critical understanding of how to impact ones’ own and others’ behaviour.
* To develop the skill to put the knowledge and reflective understanding gained into practice.
* To develop as reflective practitioners, who are able to manage their professional development.

The development of such understanding should inform the work all those who consider they work with and 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** |
| Creating an environment for teaching and learning |
| Action Learning approach |
| The personalities indicators |
| Gender |
| Attachment theory |
| Transactional analysis |
| Karpman’s drama triangle |
| Identity |

Assessment:

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

### January- March 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 deliberatively 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.

The module aims:

* To introduce key theories about learning and to relate these to practice
* To develop knowledge of a range of pedagogical approaches
* To introduce the principles of effective planning and assessment   
  To develop your practical skills as a healthcare educator
* To develop students as reflective practitioners, who are able to manage their professional development

|  |
| --- |
| **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%)

### April- June EDM189 Interprofessional Collaboration and Healthcare

 This module aims:

* To develop a critical understanding of the issues concerning working with others within a public service.
* To develop a critical understanding of how to improve the workings of the healthcare team.
* To develop the skill to put the knowledge and reflective understanding gained into practice.
* To develop the skill to reflect upon the key theories relating to healthcare education
* To develop the skill of identifying and finding solutions to issues within the workplace.
* To develop an understanding of the place of statutory and regulatory bodies (General Medical Council GMC, Nursing and Midwifery Council NMC, GPC (General Pharmaceutical Council), the Deanery and AoME within a context of care and public service.

|  |
| --- |
| **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.

## 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 2024-25

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week beginning** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Induction** |  |  |  |  |  |
| 23/09/24 |  |  |  | 26/09/24 |  |
| **EDM186** | **The Professional Self and Healthcare Semester 1** | | | | |
| 30/09/24 |  | 01/10/24 |  |  |  |
| 07/10/24 |  |  |  |  |  |
| 14/10/24 |  |  |  |  |  |
| 21/10/24 |  | 22/10/24 |  |  |  |
| 28/10/24 |  |  | 30/10/24 |  |  |
| 04/11/24 |  |  |  |  |  |
| 11/11/24 |  | 12/11/24 9-10am virtual |  |  |  |
| 18/11/24 |  |  |  | 21/11/24 |  |
| 25/11/24 |  |  |  | 28/11/24 |  |
| 02/12/24 |  |  |  |  |  |
| 09/12/24 |  |  |  |  |  |
| 16/12/24 |  |  |  |  |  |
| 23/12/24 |  |  |  |  |  |
| 30/12/24 |  |  |  |  |  |
| **EDM185** | **Teaching and Learning in Healthcare S1/2** | | |  |  |
| 06/01/25 |  |  |  |  |  |
| 13/01/25 |  | 14/01/25 |  |  |  |
| 20/01/25 |  | 21/01/25 |  |  |  |
| 27/01/25 |  |  |  |  |  |
| 03/02/25 |  |  |  |  |  |
| 10/02/25 |  |  | 12/02/25 |  |  |
| 17/02/25 |  |  |  |  |  |
| 24/02/25 |  |  |  |  |  |
| 03/03/25 |  | 04/03/25 |  |  |  |
| 10/03/25 |  |  |  | 13/03/25 |  |
| 17/03/25 |  |  |  |  |  |
| 24/03/25 |  |  |  |  |  |
| 31/03/25 |  |  |  |  |  |
| 07/04/25 |  | 08/04/25 |  |  |  |
| **EDM189** | **Interprofessional Collaboration and Healthcare S2/Summer** | | | | |
| 14/04/25 |  |  |  |  |  |
| 21/04/25 |  | 22/04/25 |  |  |  |
| 28/04/25 |  |  |  |  |  |
| 05/05/25 |  |  |  |  |  |
| 12/05/25 |  |  |  |  |  |
| 19/05/25 |  |  | 21/05/25 |  |  |
| 26/05/25 |  |  |  |  |  |
| 02/06/25 |  |  |  |  |  |
| 09/06/25 |  |  |  |  |  |
| 16/06/25 |  |  |  | 19/06/25 |  |
| 23/06/25 |  |  |  |  |  |
| 30/06/25 |  |  | 02/07/25 |  |  |

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

Key: