



Programme Specification

A	NATURE OF THE AWARD	
1	Programme Title	Healthcare and Biomedical Education (HBE)
2	Final award	Postgraduate Certificate
3	Intermediate awards	N/A
4	Awarding institution/body	St. George's Hospital Medical School, a constituent College of the University of London
5	Teaching institution	St. George's, University of London
6	Programme accredited by	Advance HE at Descriptor D2 Fellow
7	UCAS/JACS code	N/A
8	QAA benchmark statements	N/A
9	Academic level	The programme is awarded at Level 7 in the UK Framework for Higher Education Qualifications inclusive of 15 credits at Level 6
10	Date specification produced	Revised October 2021
11	Student cohorts covered by the specification	This specification applies to participants enrolling on the PGCert HBE from 2022-23

B	FEATURES OF THE PROGRAMME	
1	Mode of study	Part-time
2	Usual length of programme	Normally 12 months. Maximum registration period 24 months
3	Other features of the programme	Linked to probationary expectations for new academic staff with teaching roles and contractual offer for Clinical Teaching Fellows

C	EDUCATIONAL AIMS OF THE PROGRAMME
	<p>The aim of the programme is to transform your ways of thinking about higher education teaching and learning within healthcare and science contexts so that, in turn, you are enabled to plan, enact and evaluate transformative pedagogies that can benefit the student experience. The programme aims to help develop your capacity not only to plan, deliver and evaluate effective teaching, learning and assessment practice but also your identity as a critically reflective educator working within different communities of professional practice.</p>

D	INTENDED LEARNING OUTCOMES OF THE PROGRAMME	
	<i>By the end of the programme, participants should be able to:</i>	<i>Related teaching and learning methods and strategies</i>
1	<ul style="list-style-type: none"> • Reflect critically on their own pedagogical needs, capabilities, challenges and solutions in ways that are contextual, disciplinary and interdisciplinary, in alignment with the UKPSF Descriptor 2 • Demonstrate an advanced ability to apply the principles underpinning pedagogical practice and adapt these to their own disciplinary and institutional context(s) • Analyse critically specific pedagogical contexts and issues and evaluate their impact on the learning process • Through collaboration with other participants and institutional colleagues, identify problems and find evidence-informed solutions that can enhance the student experience and the educational / pedagogical disciplinary and institutional cultures • Demonstrate a principled initial understanding of the theoretical frameworks underpinning their practice, while using lessons from practice to revisit those very frameworks • Show a capacity to experiment with and enact pedagogical innovation in ways that are aligned to scholarly enhancement and institutional strategic goals 	<p>The underpinning pedagogic strategy is based on the principles of active learning informed by critical reflection, dialogue with peers and experiential learning. This enables participants to connect and interrogate theory and work-based experience through:</p> <ul style="list-style-type: none"> • Workshops in 1-2-day blocks for each module • Microteaching and oral presentations • Teaching observation by PGCert Tutor • Reciprocal peer supported review of learning and teaching • 1-1 supervision with PGCert Tutor • Guided and self-directed learning and participation in Canvas discussion forum

	<i>Transferable skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	<ul style="list-style-type: none"> • Communicate orally and in writing in critically reflective ways that will allow them to engage effectively as educators with students and the wider higher education communities • Develop a lifelong learning attitude that will inform their professional life as an educator and enable them to acquire adaptable and robust professional educator identities that, over time, are transformative of themselves and of the professional environments in which they are situated • Participate in wider, extra-institutional educational communities of practice through acquiring the language and mind frames which are typical of those communities 	See above

E	Programme structure and features
<p>The programme comprises three compulsory modules which are undertaken sequentially:</p> <ul style="list-style-type: none"> • Module 1: <i>Principles of Transformative Education</i> (15 credits at Level 6) • Module 2: <i>Practising Transformative Education</i> (30 credits at Level 7) • Module 3: <i>Transformative Education for Professional Life</i> (15 credits at Level 7) <p>The progressive structure of the programme is designed to support participants to develop their ability to critically reflect on their own practice through engagement with initial theoretical principles of higher education learning and teaching (to “enable”), application of these principles in practice (to “enact”) and towards the development of a scholarly identity as educators (to “embed”).</p> <p>Module 1 is at Level 6 to reflect its aim to support participants to become prepared for study and practice as an educator in a new disciplinary field at the postgraduate Level 7.</p> <p>The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as definitive. For up-to-date information see the programme handbook.</p>	

The reference points for the design of the programme are:

- QAA *The Frameworks for HE Qualifications of UK Degree-Awarding Bodies*
- *UK Professional Standards Framework for teaching and supporting learning in higher education* (UKPSF) (2011)

In addition, the *Professional Standards for medical, dental and veterinary educators* (2014) has been consulted in anticipation of a planned future application for programme accreditation by the Academy of Medical Educators (AOME).

F	General teaching and learning strategies
	<p>The pedagogic approach of the programme is founded on the principle of “transformative education” as conceptualised by Mezirow (1997)¹:</p> <p>“A defining condition of being human is that we have to understand the meaning of our experience. For some, any uncritically assimilated explanation by an authority figure will suffice. But in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking” (p. 5).</p> <p>This approach to education for transformative learning that engenders autonomous thinking is articulated in the programme through the facilitation of:</p> <ul style="list-style-type: none"> • participant critical reflection and interpretation of their provision of educational experiences in workplace settings; • scrutiny and critique of the personal and collective assumptions and belief systems about the nature of the subject matter, learning, teaching and assessment practices in healthcare and science contexts that inform the interpretation of these educational experiences; • pedagogic problem-posing and creative problem-solving. <p>To achieve this, the programme teaching and learning strategies utilise:</p> <ul style="list-style-type: none"> • work-based learning where authentic educational experiences in the participant’s existing workplace are a fundamental source for their learning as educators • critical incident analysis and discussion of case studies from practice bringing together experience and theoretical principles • topic-based workshop format sessions providing facilitated active learning and participatory learning • learning from each other through facilitated group discourse, peer reflection and collective problem-solving to elicit and scrutinise assumptions and frames of reference for making meaning from their experiences • in-practice teaching observation, microteaching and reciprocal peer supported review of practice (including planning for learning, curriculum design, assessment and feedback) • self-directed study supported in Canvas via essential and recommended readings and resources, evaluation tools to support enquiry into own teaching and learning practice and discussion forum to share reflection

¹ Mezirow, J. (1997) “Transformative learning: theory to practice”, *New Directions for Adult and Continuing Education*, 74: 5-12.

G	Assessment
<p>The assessment strategy is designed to enable the transformative learning principles of the programme and embodying a “sustainable assessment” approach (Boud and Soler, 2016)². This is an approach whereby assessment seeks not only to meet the needs of assessing current learning in the context of the programme learning outcomes but also, fundamentally, to prepare participants for their future learning needs as educators throughout their career.</p> <p>Central to this are assessment practices that support participants to develop their independent capacity for reflexivity and the making of “informed judgement” about their own future practice and learning needs. Assessment is also designed to be inclusive, drawing on a range of text-based (reflective accounts), visual (poster, concept mapping) and performative (microteaching, oral presentation, teaching observation) tasks to enable participants to demonstrate their achievement of the learning outcomes.</p> <p>To reflect the developmental and competency-based nature of the programme and commensurate with comparable programmes in the sector, all individual assessments are graded Pass, Borderline Fail or Fail. There is no weighting for assessments and all summative assessments must be passed for participants to pass the programme. Participants are normally permitted a second attempt for all assessments.</p> <p>Formative and summative assessment tasks are as follows:</p> <p><i>Module 1: Principles of Transformative Education</i></p> <ul style="list-style-type: none"> • Formative: Microteaching for the purposes of applying active learning principles in practice for developmental feedback from peers and programme team and critical reflection • Summative: 1500-word Critical Evaluative Account of how the principles of transformative education can be applied to one specific areas of practice (of participant’s choice) <p><i>Module 2: Practising Transformative Education</i></p> <ul style="list-style-type: none"> • Summative: Poster and 10-minute Oral Presentation identifying a pedagogic challenge in practice and proposed innovation • Summative: Teaching Observation by PGCert Tutor (or other experienced professional) for the purposes of authentication of practice required for Advance HE accreditation • Summative: 1500-word Reflective Analysis of an aspect of teaching practice that was identified and explored during teaching observation; 	

² Boud, D. & Soler, R. (2016) “Sustainable assessment revisited”, *Assessment & Evaluation in Higher Education*, 41(3): 400-13.

- Summative: 1500-word Reflective Analysis of the design and/or operation of assessment and feedback in practice

Module 3: *Transformative Education for Professional Life*

- Summative: A 2500-word account that includes:
 - the participant's teaching history and current profile (Teaching Profile Statement)
 - a reflective account on three areas: 1) a selected contemporary issue in HE; 2) a specific learning environment (e.g., online or in-person learning environments, work-based learning environments, etc.); and 3) the experience of engaging in Reciprocal Peer Supported Review, critically examining how each area contributed to enhancing their teaching practice and professional identity formation
 - a critical reflection on their professional identity, drawing on their teaching history and profile, and a related plan for ongoing Continuing Professional Development (CPD) as an educator (mapped to UKPSF D2 Fellow for participants on the PGCert HBE but not applicable for those undertaking the provision on the Non-Fellowship Route)

H	Support for students and their learning
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Participants will be guided and supported through the programme in the following ways:

- Participant programme induction session – introducing participants to the programme, teaching team and relevant administrative and institutional support staff, Canvas and library resources
- Participant handbook – the primary “handbook” for participants is provided through the programme and module Canvas sites that include all information that has been previously available in the “handbook”
- Programme Director, Module Leader and programme administrator – participant academic progress and pastoral issues throughout the course are supported by the programme director and individual module leads
- PGCert Tutor – all participants are allocated a PGCert Tutor at the commencement of the programme. Participants are invited to nominate an appropriate qualified local supervisor (normally appropriate if Clinical Teaching Fellows located in NHS Trust settings) or alternatively to be allocated an PGCert Tutor from the centralised programme team. PGCert Tutors provide support to participants to complete assessments and will meet with the participant normally at least once per module. The PGCert Tutor will also undertake the teaching observation assessment in practice. PGCert Tutors are supported by the programme director, are provided with

an PGCert Tutor Handbook and attend annual continuing professional development in line with accreditation requirements

- Participants also have access to institutional level pastoral support (<https://www.sgul.ac.uk/study/student-life-home/support-services>)

I	Criteria for admissions
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The entry requirements for the PGCert HBE are applicants who normally:

- Hold a degree in a subject relevant to medical, healthcare or biomedicine with a minimum second-class degree (2.ii) or pass (MBBS)
- Are actively involved in a substantive teaching or learner support role at higher education level during enrolment on the programme (minimum of 4 hours per week) commensurate with Descriptor 2 (Fellow) of the UKPSF
- If relevant, have completed Foundation Year training (FY1 and FY2)
- Have evidence of English language testing for all applicants for whom English is not their first language and who have not previously undertaken studies in English. The required minimum level of proficiency is an IELTS overall score of 7, with no less than 6.5 in each of the sub-test components or equivalent

Priority for places on the programme will be given to employees of St George's, University of London and Trust-employees engaged in teaching St George's students. Current cohort numbers are capped at 50 participants per annum commencing the programme in October each year.

Illustrative examples of the types of applicants admitted include:

- Academic staff on academic probation undertaking their first academic post in medical, healthcare or biomedicine settings
- Clinical Teaching Fellows employed by NHS Trusts and teaching St George's, University of London students
- Experienced academic or clinical educators who are teaching in medical, healthcare or biomedicine settings
- Learning support staff engaged in supporting learning in medical, healthcare or biomedicine settings

J	Employability and Employment
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The programme is explicitly aimed at staff already in employment and seeking, or required, to achieve a higher education teaching qualification.

As higher education teaching qualifications and/or Advance HE Fellowship recognition are increasingly required or expected across many UK higher education

institutions, holding a PGCert is a key advantage for future promotion and job applications.

K	<p>Methods for evaluating and improving the quality and standards of teaching and learning</p> <p>The programme will use the following range of data and processes to evaluate the quality of the participant experience and identify and monitor strategies for the enhancement of teaching and learning:</p> <ul style="list-style-type: none"> • Annual Programme Monitoring Report prepared by the Programme Director informed by: <ul style="list-style-type: none"> ○ Participant workshop block, module and programme evaluations ○ Postgraduate Taught Experience Survey ○ External Examiner Reports ○ Participant progression and completion data • Course Committees • Boards of Examiners • PGCert Tutor annual continuing professional development • Annual Peer Observation and Review of Teaching (PORT) of contributing teaching team • Periodic Review
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L	<p>Regulation of assessment</p> <p>Assessment regulations for the programme are as stated in the St George's, University of London General Regulations for assessment, the regulations specific to the PGCert HBE and the PGCert HBE Scheme of Assessment.</p> <p>Participants must pass all summative elements of each module to pass the module and all modules must be passed for the award. To reflect the professional, competency-based nature of the programme, all assessments are graded Pass, Borderline Fail and Fail at Level 6 (Module 1) and Level 7 (Module 2 and Module 3). Participants will normally be permitted to have one further opportunity to resubmit each assessment.</p> <p>Submission deadlines will be published in Canvas and return of feedback dates will be normally within the 25 working day turnaround for feedback as stated in the institutional feedback policy for postgraduate programmes. The programme will follow institutional regulations on extensions on submission deadlines and plagiarism. All written assessments will be submitted through Canvas and will be automatically submitted to Turnitin as part of the submission process.</p>
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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook and, where they are produced, separate module guides.

Key sources of information are:

Course documents

Student Handbook

The SGUL prospectus and the Kingston University prospectus

Course leaflets

The SGUL internet site and the Kingston University internet site

General Regulations for students and programmes of study