Programme Specification

Section A – the nature of the award

1	Programme title	Healthcare and Biomedical Education (HBE)
2	Final award	Postgraduate Certificate
3	Intermediate awards	Not applicable
4	Awarding institution/body	St George's Hospital Medical School, a Member Institution of the University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by	Advance HE at Descriptor D1 Associate Fellow (Module 1 THE705) and Descriptor D2 Fellow (Module 2 THE705 and Module 3 THE706)
7	UCAS/JACS code	Not applicable
8	QAA benchmark statements	Not applicable
9	Level	FHEQ level 7
10	Date specification produced	May 2023 (revised 2024)
11	Student cohorts covered by the specification	This specification applies to participants enrolling on the PGCert HBE from 2024-25

Section 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	The programme is aligned to probationary expectations for new St George's academic staff with teaching responsibilities and the contractual offer for Clinical Teaching Fellows teaching St George's students

Section C – brief description of the programme and programme aims

1	Brief description	The Postgraduate Certificate in Healthcare and Biomedical Education is a part-time, professional development programme for early-career educators as well as those seeking a formal teaching qualification in healthcare and science disciplines. The course is designed to equip students with the knowledge, skills, and professional attitudes to enable them to become effective teachers in higher education settings. It will also promote reflective practice, educational scholarship, and planning for continuing professional development.
2	Programme aims	The aim of the course is to develop your capacity to plan, deliver and evaluate effective and inclusive healthcare and human science teaching, support of learning and assessment in higher education.
		You will be introduced to key theoretical concepts related to teaching and learning in healthcare and human science contexts and how you might apply these to understand and enhance your own educational practice. It will also provide you with an opportunity to engage with and demonstrate your achievement of the Professional Standards Framework (PSF) at Descriptor 1 Associate Fellow and Descriptor 2 Fellow. The PSF is a framework for benchmarking success in higher education teaching and learning support.
		During the course you will develop your skills to collaborate with others to develop and share your outcomes as a reflective practitioner and plan your continuing professional development as a healthcare or science educator or learning support staff member.

Section D – Intended learning outcomes of the programme

1	Intended learning outcomes	By the end of the programme, you should be able to: 1. Demonstrate a depth of understanding of key theoretical approaches and frameworks for teaching, support of learning and assessment in healthcare or science education 2. Analyse your educational practices critically and evaluate their impact on the learning process 3. Apply scholarship, theory, or professional learning creatively to teaching, support of learning and assessment practice in your disciplinary, organisational, and institutional context

		4. Collaborate with colleagues to explore and design evidence-informed proposals to enhance the student learning experience
		5. Plan, teach and assess inclusive student learning based on sound pedagogic decision-making and evaluation
		6. Reflect critically on your own and others' teaching skills, competencies, and actions as an educator in alignment with institutional and professional standards appropriate to your role, experience, and subject area
		7. Incorporate an inclusive and social justice dimension into your educational practice drawing on a critical understanding of relevant principles, theoretical concepts, and ethical dilemmas
		8. Identify and use current evidence, data and/or research related to teaching, the support of learning and assessment in your subject area and professional context
		9. Communicate orally, in writing or other modes to engage effectively as an educator, choosing different formats appropriate for your audience

Section E – Programme structure and features

| 1 | The programme comprises three compulsory modules which are undertaken sequentially:
• THE704 Module 1: *Principles of Healthcare and Science Education* (15 credits at Level 7)
• THE705 Module 2: *Practising Healthcare and Science Education* (30 credits at Level 7)
• THE706 Module 3: *Continuing Professional Learning in Healthcare and Science Education* (15 credits at Level 7)

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, application of these principles in practice and towards the planning for the continuing professional development of a scholarly identity as educators.

The reference points for the design of the programme are:
• QAA *The Frameworks for HE Qualifications of UK Degree-Awarding Bodies*
• *Advance HE Professional Standards Framework (PSF) (2023)* |

Section F - General teaching and learning strategies

1	The teaching and learning approaches support the programme aim to develop student understanding, practice, and critical reflection as an educator in a range of university and workplace settings. It recognises that students are already experienced students and educators while also scaffolding their engagement with a new discipline. The programme seeks to develop: • independent student critical reflection and analysis of their design and facilitation of educational experiences in workplace settings • scrutiny and critique of personal and collective assumptions, values and practices in their subject matter, learning, teaching and assessment practices in healthcare and science contexts • collaborative approaches to enhancing educational practices • pedagogic problem-posing and creative problem-solving To achieve this, the blended programme uses the following teaching and learning strategies: • work-based learning where authentic educational experiences in the student'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 in person and online providing facilitated active and participatory learning • learning from each other through facilitated group discussion, peer reflection and review, collective problem-solving to elicit and scrutinise assumptions and frames of reference for making meaning from their experiences • in-practice tutor teaching observation and peer-based microteaching • 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

Section G Assessment

1	The assessment strategy is designed to enable the transformative learning principles of the programme and embodying a "sustainable assessment" approach (Boud and Soler, 2016)[1]. 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 students for their continuing learning as educators throughout their career. Central to this are assessment tasks that support students to develop their independent capacity for reflexivity and the making of "informed judgement" about their own practice and professional learning needs. Assessment is also designed to be authentic and inclusive with students able to negotiate the focus for each assessment based on their own practice and drawing on a range of text-based (evaluative report or reflection), multimedia (virtual poster)) and performative (microteaching, oral

[1] Boud, D. & Soler, R. (2016) "Sustainable assessment revisited", *Assessment & Evaluation in Higher Education*, 41(3): 400-13.

presentation, teaching observation) tasks to enable participants to demonstrate their achievement of the learning outcomes.

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 students to pass the programme. Students are normally permitted two attempts for all assessments. Formative and summative assessment tasks are as follows:

THE704 Module 1: *Principles of Healthcare and Science Education*
- Formative: Drafting and peer review of 500-word personal Teaching Statement
- Formative: 10-minute microteaching and peer review for the purposes of applying active learning principles in practice for developmental feedback from peers and programme team and critical self-reflection
- Summative: Part A: 700-word revised and annotated Teaching Statement and Part B: 2000-word Critical Evaluative Report on a teaching and learning experience from the student's own practice submitted as a single assessment

THE705 Module 2: *Practising Healthcare and Science Education*
- Formative: Drafting and peer review of proposal for Poster and Oral Presentation
- Summative: Poster and 10-minute Oral Presentation Case Study evidencing and justifying an effective teaching design intervention
- Summative: Teaching Observation by PGCert Tutor (or other qualified professional) for the purposes of authentication of practice required for Advance HE accreditation normally 1- to 2-hour tutor observation scheduled around student's teaching timetable with related documentation inclusive of a 300-word post-observation reflection
- Summative:1500-word Analysis and justified revision of an assessment task and feedback approach from own practice

THE706 Module 3: *Continuing Professional Learning in Healthcare and Science Education*
- Formative: Peer review of project proposal
- Summative: Part A: 700-word revised personal Teaching Statement demonstrating the development of your professional identity as an outcome of your learning during the programme Part B: 2000-word proposal for a small-scale project to undertake and evaluate a proposed intervention (or enhancement) in your practice

Summative assessments for THE704 and THE706 are submitted at the end of the module and build on formative assessments undertaken during the module.

In THE705, the Poster and Oral Presentation will be submitted approximately 6-7 weeks after the start of the module, the Teaching Observation will be undertaken at any point during the module (or during previous module if necessary) based on the student's teaching timetable and both Teaching Observation and final assessment will be submitted at the end of the module.

| | Submission and return of feedback deadlines for the whole programme will be published in Canvas at the beginning of the programme and will be repeated at the beginning of each module in module timetables.

Written feedback on summative assessments is provided via the programme virtual learning environment Canvas against stated assessment criteria. Feedback is provided in line with the timing for the return of feedback as stated in the university feedback policy. |
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Section H Support for students and their learning

1	Students will be guided and supported through the programme in the following ways: • Student programme induction session – introducing students to the programme, teaching team and relevant administrative and institutional support staff, access and use of Canvas and library resources • Student handbook – the students are provided with a downloadable handbook but the primary source of information is provided through the programme and module Canvas sites • Programme Director, Module Leader and Programme Administrator – student academic progress and pastoral issues throughout the course are supported by the programme director and individual module leads • Tutor – all students are allocated a Tutor at the commencement of the programme. Students are invited to nominate an appropriate qualified local supervisor (normally relevant for Clinical Teaching Fellows located in NHS Trust settings) or alternatively to be allocated a Tutor from the centralised programme team. Tutors provide support to students to complete assessments and will meet with the student normally at least once per module. The Tutor will also undertake the teaching observation assessment in practice. Tutors are supported by the Programme Director, are provided with a Tutor Handbook and attend annual continuing professional development in line with accreditation requirements • Learner development support via the Academic Success Centre and Study+ • Library and other learning resources • Institutional student support services including the Disability Service • Counselling Service

Section I – Criteria of admissions

1	Applicants for the PGCert HBE will normally meet the following entry requirements: • hold a degree in a subject relevant to medical, healthcare or biomedicine with a minimum second-class degree (2.ii) or pass (MBBS) • not registered for a qualification of St George's, University of London or other institution of equivalent standing during their enrolment on the programme • are actively involved in a substantive teaching or learner support role at higher education level during enrolment on the programme. This is normally equivalent to 168 hours per annum or one-half day of teaching and/or assessment per week with at least 50% of teaching hours for St George's, University of London students

	• if relevant, have completed Foundation Year training (FY1 and FY2)
	• evidence proficiency via the International English language Testing System (IELTS) or Pearson's English Language test within 2 years prior to admission. Applicants must achieve an overall score for IELTS of 6.5 (with at least 6.5 in writing and 6.0 in other 3 components) or an overall score for Pearson's of 59 (with at least 59 in writing and at least 51 in other 3 components)
	• either, St George's, University of London employees who need or wish to obtain the PgCert HBE qualification. As university employees, postdoctoral researchers are included in this category and are eligible to apply, but subject to the approval of the grant holder/Principal Investigator for whom they are working, and only if consistent with the terms of the funding body
	• or, employed to teach St George's, University of London students who are not employed by the University, most notably Clinical Teaching Fellows (CTFs) and clinical educators holding St George's, University of London honorary contracts

Section J – Employability and employment

1	The programme is explicitly aimed at staff already in employment and seeking, or required for the purposes of academic probation, to achieve a higher education teaching qualification.
	As higher education teaching qualifications and/or Advance HE Fellowship or other accredited teacher 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.

Section K - Methods for evaluating and improving the quality of teaching and learning

1	The programme uses the following range of data and processes to evaluate the quality of the student experience and identify and monitor strategies for the enhancement of teaching and learning:
	• Module evaluation via SOLTS
	• Module Leader Reflection in response to SOLTS
	• Postgraduate Taught Experience Survey
	• Annual Programme Monitoring Report
	• External Examiner Reports
	• Student progression and completion data
	• Course Committees
	• Course Representatives
	• Boards of Examiners
	• Accreditation processes of accrediting body
	• Annual Peer Observation and Review of Teaching (PORT) of contributing teaching team
	• Periodic Review

Section L - Assessment regulations

| 1 | Assessment regulations for the programme are as stated in the St George's, University of London General Regulations for Students and Programmes of Study as well as the regulations specific to the PGCert HBE and the PGCert HBE Scheme of Assessment.

Students 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/Not yet passed at Level 7. Students will normally be permitted to have one further opportunity to resubmit each assessment.

The Board of Examiners will ratify all assessment results and module outcomes following each module. The Board will also ratify award decisions and approve processes for resubmission normally 6 weeks after the meeting of the ratifying Board of Examiners. |
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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 course handbook and, where they are produced, separate module guides.

Key sources of information are:
Canvas
Course leaflets
The SGUL website
General Regulations for students and programmes of study