Postgraduate Certificate in Medical Education

2018-2019

Course code: 1819CPBM01

COURSE GUIDE
Welcome to the Postgraduate Certificate in Medical Education, a University of Cambridge award offered by the Institute of Continuing Education (ICE), designed collaboratively with the University of Cambridge, School of Clinical Medicine’s Clinical Deanery. The Postgraduate Certificate is taught and awarded at FHEQ level 7 (i.e. at master’s level) and attracts 60 credits at level M. The award is completed in one academic year. For further information about academic credit please see our website, http://www.ice.cam.ac.uk/studying-with-us/information-for-students.

Introduction and background

The ‘professionalisation’ of medical education means that all doctors are expected to develop skills as educators and trainers. This is already reflected in GMC professional standards\(^1\) (aligned to the Academy of Medical Educator Professional Standards\(^2\)) and, for those working in University settings, the increased emphasis on fellowship of the HEA at the appropriate level\(^3\). Until recently, these standards have been promoted for the Consultant and GP workforce, particularly those with educational roles and responsibilities. A new Generic Professional Capabilities Framework, launched by the GMC in 2017, extends educator development into training programmes of all specialties: it has to be integrated into all specialty training curriculum by 2020\(^4\). The design of the Postgraduate Certificate and the new progression award to Postgraduate Diploma reflects the increasing emphasis placed on educator development at all stages of a medical career.

The focus of the Postgraduate Certificate is the development of your own educational practice. We explore strategies for teaching in academic and clinical environments, including one-to-one, small group and large group teaching methods. We introduce you to educational theories and models, considering how they can help you develop your approaches to teaching, learning support and assessment. For those who wish to progress to the diploma (first intake Sept 2018) there is the opportunity to extend and develop your practice as an educator, educational leader and faculty developer.

The Postgraduate Diploma will add to the core learning in the Postgraduate certificate but offer opportunities to extend expertise in curriculum design, assessment practices, faculty development and educational supervision (i.e. longitudinal roles that include mentoring, supervision and appraisal of doctors in training and medical students). This will build upon and strengthen the strong appreciation of the ways learning is supported in clinical environments that arises from the Postgraduate Certificate.

Both programmes have been developed to meet the new Generic Professional Capabilities Framework, launched by the GMC in 2017. This extends educator development into training programmes of all specialties: it has to be integrated into all specialty training curriculum by 2020\(^5\). The Postgraduate Certificate reflects mainly on Learning Environment and Culture, Supporting Learners and supporting educators. The design of the Postgraduate Diploma reflects the increasing emphasis placed on educational and educational leadership roles.

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\(^3\) Higher Education Academy information about fellowship. Accessed at: https://www.heacademy.ac.uk/individuals/fellowship/fellow


The Postgraduate Certificate comprises three modules providing a total of approximately 90 contact hours with additional between-module reflection, study and assignment work. A virtual learning environment (VLE) will support students’ learning throughout the programme. The three modules are:

- Core skills in medical education
- Applying teaching skills
- The role of assessment, feedback and evaluation

The Postgraduate Certificate in Medical Education is designed to support existing and teachers new to Medical Education, to help those teaching in health care settings both at undergraduate and postgraduate levels. The programme is designed to support teachers who are working in primary, secondary or tertiary care in medicine and also those who are working in professions allied to medicine. For example, some may be working with mainly undergraduates in hospital settings, while others may be dealing with postgraduate trainees in primary or secondary care. We also have an increasing number of participants from other disciplines including dentistry, veterinary medicine. The programme aims to teach principles of teaching based on the evidence and models of adult learning but how to apply these medical settings, and, as far as is possible, teaching sessions will be tailored to be relevant to the course participants particular working environments. Whilst the course was designed specifically to aid those working in primary and secondary care much of the content is relevant to other allied professions (for example Nursing, Veterinary Science and Dentistry).

We encourage applicants of all grades from the more junior to the more senior and from a range of specialties and experience. We have found that as the course progresses a learning community develops and that this aids the participants development as they learn from each other as well as from the course itself.
The Postgraduate Certificate has been designed with explicit reference to professional standards and guidelines. The two most pertinent sets of standards are the Academy of Medical Educators Professional Standards for Medical, Dental and Veterinary Educators (2014)\(^6\) and the GMC Promoting Excellence: Standards for Educators (2017)\(^7\).

The Academy of Medical Educators guidance divides the skills and knowledge into a framework of seven themes. The programme is designed to ensure that you as a medical educator are aware of these and for each one acquire the knowledge, skills and practice that underpin each of the seven framework areas as follows:

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development
7. Continuing professional development as an educator

Participants will acquire through the programme a grounding in each of these areas, which will be backed up by referral to the evidence base available in medical educational literature. The teaching will also be experiential and is designed to expose participants not just to theory but to a demonstration of how it can be applied. Participants will be required to maintain an educational log in electronic form where they can reflect on what they have learned as well as reflect on how to put this into practice. The Postgraduate Certificate has an important formative element of reflection and peer review to help participants develop as learners, try out ideas and to reflect on what they experience and how they might use this experience as learners to carry this forward into their roles as a teachers.

The syllabuses for each of the modules are included in this document. The reading list and resources are available once accepted onto the programme and within the VLE.

The programme is designed to:

- Meet recommendations of the GMC and Academy of Medical Educators
- Address GMC Generic Professional Capabilities in Education and Training
- Contribute to continuing professional development of doctors and allied professionals in an integrated clinical and teaching environment to stimulate more inter-professional education
- Develop a cohort of professionals who will pursue and develop their roles as teachers in the field of medical education
- Develop a cohort of students that on successfully completing the programme will have gained skills and knowledge to:
  - Ensure safe and effective patient care through training
  - Establish and maintain an environment for learning
  - Teach and assess learning and apply core theoretical principles to their own educational contexts
  - Support and monitor educational progress
  - Guide personal and professional development

### Teaching staff

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\(^7\) GMC Promoting Excellence: Standards for Educators are accessible here: [https://www.gmc-uk.org/education/standards.asp](https://www.gmc-uk.org/education/standards.asp)
Academic Director
Dr Diana Wood: Clinical Dean and Director of Medical Education at the University of Cambridge School of Clinical Medicine

Course Director
Dr Jeremy Webb is a General Practitioner and is Course Director for the Postgraduate Certificate in Medical Education and Clinical Sub dean for Staff Development at the University of Cambridge, School of Clinical Medicine, jw349@medschl.cam.ac.uk

Tutor Lead
Dr Clare Morris is an experienced medical educator and scholar with a keen interest in the ways in which learning is supported in clinical environments. As well as her role at Cambridge, Clare is a Reader in Medical Education Research and Development at Queen Mary University London.

Tutors
Dr Mark Lillicrap: Consultant Rheumatologist and Clinical Sub dean (Curriculum) School of Clinical Medicine, University of Cambridge
Dr Nick Evans: Clinical Research Fellow in Clinical Neurosciences, University of Cambridge
Dr Marie Locke: General Practitioner and Managing Director of M.E Medical Education Consultancy
Dr Rachel Morris: General Practitioner and Professionalism lead
Dr Maria Ross-Russell: Head of Dental Service and Clinical Lead Cambridgeshire Community Services NHS Trust

Administrative staff

Academic Programme Manager: Sue Brignell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge CB23 8AQ, 01223 760862, sue.brignell@ice.cam.ac.uk.

Programme Administrator: Liz Webb: Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge CB23 8AQ, 01223 746408 liz.webb@ice.cam.ac.uk

Venue

Madingley Hall is the University of Cambridge’s campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station are also readily available.
station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: http://www.ice.cam.ac.uk/about-us/how-find-us"

**Contact details of ICE**

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Email: pg-awards@ice.cam.ac.uk
Postgraduate Certificate – course outline

Module 1 – Core skills in medical education
Module 2 – Applying teaching skills to practice
Module 3 – The role of Assessment, Evaluation and feedback

Postgraduate Certificate – module content
Module 1: Core skills in medical education

Start date 12 October 2018  End date 18 December 2018
Teaching dates 13 October 2018  Time 9am-6pm
16 November 2018
7 December 2018

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ
Tutor(s) See below  No of meetings 4
/ classes

Aims

The first module is designed to introduce you to Medical Education as a discipline and to demonstrate that there is an evidence base for many of the educational methods that are discussed. It is also designed to encourage you to think about and reflect on your role as a learner on the course as well as an educator. It is designed to help you to think about the needs of your students and how you can use some of the theory to plan and deliver teaching in health care settings when working with both groups of learners and with individuals. This module will also enable you to:

- ensure safe and effective patient care through training
- establish a safe and supportive learning environment
- teach and facilitate learning
- introduce you to the concepts of reflective learning

Content and presentation of the module

The module will start with an introduction to some of the core principles in Medical Education within healthcare settings. It will include discussion of the principles of adult learning and how these can be applied to teaching within healthcare settings. There will be an introduction to assessment of a learner’s starting point and exploration of how learners can be at different stages of self-direction. There will be discussion of what motivates learners to learn and how assessment practice can affect this. The core principles will then be related to working with individuals, to small groups and larger groups of learners. It will look at teaching and learning in the clinical setting, including with patients, and also more formal teaching.
There will be an introduction to planning teaching episodes, setting intended learning outcomes and how adaptability and flexibility can be a core skill.

Each theoretical session will be followed by smaller group work looking at the application to your own role as a teacher and how you can work to support your own learners. Wherever possible small groups will be used so that you can work with others with similar experiences to provide a peer support network.

Finally, you will be encouraged at each stage to reflect on what you have done as learners, what you have learned and what you can do to apply this to your own role as a teacher. Reflection is encouraged both when working in the group sessions face to face as well as by completing either a learning log or some other form of reflective material that can be uploaded to the VLE (For example an audio or video diary, a presentation). Students are required to provide evidence of ongoing reflection as part of the assessment process for the course.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE. All students will be expected to be able to access the online Virtual Learning Environment (VLE) and to submit assignments by uploading them to the VLE.

**Michaelmas term 2018**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Friday 9am - 6pm 12 October</td>
<td>Introduction to teaching in medicine</td>
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<tr>
<td>3.30pm</td>
<td>Meet the tutors</td>
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<tr>
<td>Saturday 9am - 5pm 13 October</td>
<td>Introduction to teaching in clinical settings and teaching with patients</td>
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<tr>
<td>Friday 9am - 1pm 16 November</td>
<td>Introduction to educational theory – working with small groups</td>
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<tr>
<td>2pm - 5pm</td>
<td>Introduction to reflection and reflective writing</td>
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<td>Other methods which provide evidence of learning</td>
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<tr>
<td>Friday 9am - 1pm 7 December</td>
<td>Applying educational theory to working with larger groups</td>
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<tr>
<td>2pm – 5pm</td>
<td>Support for first assignment Meeting with tutors</td>
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<td>• Review</td>
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<td>• Evidence of reflection</td>
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<td>• Essay Q and A</td>
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**Outcomes**

- By the end of the first module participants should be able to write a literature review reflecting on key theories and how they apply to education in health care settings.

*The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.*
Assignment 1 - Core skills in medical education

This assessment will consist of two parts:

1. Evidence of involvement in ongoing reflective learning.
2. A written assessment structured according to the guidance below totaling 4,500-5,500 words or the equivalent.

Write a literature review reflecting on three theoretical models that you have found particularly interesting arguing their relevance to education in health care settings. *Reflecting on these, consider how they have affected you as a learner on the course so far, and then postulate how they are going to affect you as an educator in the future.*

Closing date for the submission of assignments:

12.00 UTC/GMT* on Monday 7 January 2019
*Co-ordinated Universal Time / Greenwich Mean Time

Reading and resource list

Resources will be posted to the VLE and you will have access at the start of each module – the online learning materials for each session for the module should be looked at before the session and will contain links to electronic references available through the University Library and School of Clinical Medicine.
Module 2: Applying teaching skills

Teaching dates 18 January 2019  Time 9am-6pm
1 March 2019

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ
Tutor(s) See below  No of meetings 2 / classes

Aims
This module is designed to look at how educational theory and in particular in the healthcare setting can be adapted and applied in practice. It is designed to look at areas where you as a practitioner might feel less comfortable or familiar when teaching and also to start to consider how you can evaluate your own teaching and the skills that are used when providing feedback.

This module will also enable you to:
  • ensure safe and effective patient care through training
  • establish a safe and supportive learning environment
  • teach and facilitate learning
  • identify and support learners who face difficulties

Content and presentation of the module
The second module revisits some of the theoretical concepts discussed in the first but moves on to apply them to teaching in some more complex settings. It will start by looking at dealing with individuals and smaller groups but also discuss dealing with larger groups and with students at different stages of learning, for example differences between teaching undergraduates and postgraduates. In particular there will be discussion of how best to involve learners and to engage them and specifically cover issues such as:

  • Teaching professionalism and effective consulting
  • Teaching clinical reasoning
  • How to teach examination
  • How to teach within the workplace
  • How to prepare a teaching plan

Towards the end of the module you will be required to plan and deliver a teaching session to your peers; this may be at the session itself or it will be videotaped and shown to a small group of your peers. This will allow you to reflect on the skills that you have acquired in delivering teaching, as well as start to look at the skills required when giving feedback and
working towards appraisal as well as starting to evaluate your own teaching in preparation for the third module.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE.

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<tr>
<th>Lent term 2019</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Friday 9-2 pm</td>
<td>18 January</td>
<td>Applying educational theory to working with individual learners</td>
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<td>• Introduction to feedback</td>
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<td></td>
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<td>• Introduction to clinical reasoning</td>
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<tr>
<td>Friday 9-3</td>
<td>1 March</td>
<td>Applying educational models to teaching skills</td>
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<td>• Professionalism</td>
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<td></td>
<td>• Communication</td>
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<td>• Clinical skills</td>
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<tr>
<td>3-5 pm</td>
<td></td>
<td>Meet your tutors – Q and A planning your formative assignment and preparing teaching plans</td>
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</tbody>
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Outcomes

By the end of the module
- Participants should be able to demonstrate how they have understood and planned to apply a range of theoretical educational models to their own practice as teachers in health care settings
- They should demonstrate how they have reflected on their existing skills and identify areas that they need to develop in order to become more effective teachers.

The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.
Assignment 2 - Applying teaching skills

There is no summative assessment for this module but participants should:

Provide evidence of ongoing involvement in reflective learning.

Provide a detailed plan for a teaching session that will be used when working with your own learners (e.g. large group, small group or with individuals). You will need to prepare some materials that can be used to illustrate your plans when you meet with your tutor and your peer group during the session on planning a teaching episode at the end of the second term.

The teaching plan to be prepared and presented on 1 March 2019

Reading and resource list

Resources will be posted to the VLE and you will have access at the start of each module – the online learning materials for each session for the module should be looked at before the session and will contain links to electronic references available through the University Library and School of Clinical Medicine.
Module 3: The role of Assessment, Feedback and Evaluation

Teaching dates 5 April 2019 3 May 2019
Time 9am-6pm

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ
Tutor(s) See below
No of meetings / classes 2 (face to face, one peer review)

Aims

This module aims to introduce and explain important principles of giving feedback to learners to support their learning. The module also discusses some of the educational theory relating to assessment including different assessment methods. There is discussion about the importance of reflection in the learning cycle. Finally, it will look at evaluation of teaching. This module will also enable you to:

• Enhance your understanding of different assessment methods and the importance of matching the type of assessment to what you are trying to assess
• Enhance your understanding of the principles of how to give feedback
• Evaluate your teaching
• Understand the importance of reflection in learning for you as a learner and how to encourage this in your role as an educator.

Content and presentation of the module

The module will start by looking at different types of assessment that can be used in medical education. It will look at the theoretical advantages and disadvantages as well as the constraints. It will discuss the importance of matching the learning method to the assessment method. There will be discussion of the problems that are common in giving feedback that is useful to the learner, and of different methods that are used in giving feedback. This will lead on to the role of educational supervisors and their role in assessing their trainees, providing feedback and encouraging their trainees to develop as self-directed and reflective learners.

There will be a session looking at ways of evaluating teaching and learning and you will be required to work with your peers in both giving feedback and helping to evaluate your own teaching.

You will be required to observe a teaching session and give feedback; this may be at a session itself or it will be videotaped and shown to a small group of your peers. This will
allow you to reflect on the skills that you have acquired in assessing and evaluating teaching and giving feedback.

The module will be supported with online learning materials and you will be required to record a regular entry in your personal learning log in the VLE.

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<tr>
<th>Easter term 2019</th>
<th>Dates</th>
<th>Topics</th>
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<tr>
<td>Friday 9am - 1pm</td>
<td>5 April</td>
<td>Principals of assessment 1</td>
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<td>• Work based assessment</td>
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<td>• Assessing clinical competence</td>
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<tr>
<td>2pm - 5pm</td>
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<td>Principles of assessment 2</td>
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<td>• Summative assessments</td>
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<tr>
<td>Friday 9am - 1pm</td>
<td>3 May</td>
<td>Observing teaching</td>
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<td>• Being an observer of teaching episodes</td>
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<td>2pm - 4.30pm</td>
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<td>Principals and application of Evaluation</td>
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<td>Evaluating your teaching</td>
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<td>Date not specified</td>
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<td>Evaluating this course</td>
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</tbody>
</table>

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Outcomes

By the end of this module participants should be able to demonstrate an understanding of:

- how the theories discussed in your literature review apply to your own experience as a medical educator
- how you have assured and enhanced quality and, where relevant, how the requirements of external bodies and regulatory frameworks contribute to this
- how to examine your own practice in developing others in your team, faculty or department
- how to evaluate your own teaching, its effectiveness and quality
- how to evaluate your own skills in giving feedback and supporting learners.

The course requires a commitment to reading and pre-class preparation, including some specific reading between class sessions.
Assignment 3 – The role of assessment, evaluation and feedback

This assessment will consist of two parts:

1. Evidence of involvement in the peer review process both as an observer and when being observed. You should complete and submit a peer review form for the person that you are observing and ask them to provide evidence of their observations when watching you teach as well. (Submit as an appendix)
2. A written assessment of between 4,500 and 5,500 words.

Write a reflective analysis demonstrating how you have developed as an educator throughout this course. In particular you should illustrate how your practice has been shaped by feedback (from peers and your learners) by your own critical reflection and by engagement with the learning literatures.
Outline your future plan for your continued development as an educator.

Closing date for the submission of the final assignment:

12.00 BST (11.00 UTC) on Friday 28 June 2019
Introduction

This guide is written to support you in the Postgraduate Certificate programme. This list of references is by no means exhaustive, but it is designed to introduce teachers in Healthcare-related professions to some of the educational theory that relates to teaching as a whole, to teaching adult learners and then moves on to illustrate how this can be applied to practical situations in which you might find yourself.

The course reading materials have been sub-divided into sections that relate to the individual modules of the programme. There is also material on the VLE that helps to summarise the main points that will be covered as well as giving ideas for personal reflection and links to electronic resources accessible via the University Library and associated libraries.

When first starting the programme there may be new language to learn and, therefore, it is helpful to be directed to some basic texts that introduce medical education as a specialty. The list below suggests some texts that may help to provide essential background material, as well as texts on educational theories and literature that relate to education in medicine and healthcare professions.

The context: professional standards for education and training

These are some of the materials that have been used to develop this course including links to relevant professional standards:


Guidance on curriculum for medical, dental and healthcare professionals

These resources provide a professional context for educational roles in medicine, dentistry and health. They include outcomes and standards that form the basis for undergraduate education and postgraduate training.


**Introductory texts: medical, dental and healthcare education**

The following texts provide a strong grounding in approaches to teaching, learning and assessment in medicine, dentistry and health. We have included some ‘seminal’ texts from professional education to offer a wider context. We expect your reading to have both breadth and depth; additional, subject specific references will be introduced with each on-line chapter. If you are planning to buy a ‘core text’ for the course, can we suggest either Swanwick (2014) as a ‘primer’ and Mehay (2012) as a ‘guide’. The texts by Dornan (2012) and Wood et al (2011) are also useful resources. For books offering strong theoretical underpinnings, see Cook et al (2012) and Hodges and Lingard (2012).


**Classic (and critical) texts**

These are chosen as ‘classic’ or landmark texts in the field of education. Many are cited as the basis for approaches to education and training. At masters level we encourage you to explore these texts in order to appreciate the basis of often cited concepts as, for example, ‘adult learning’, ‘reflective practice’ and ‘communities of practice’. We have included some texts that offer a critique of these ideas.


New Jersey: Prentice-Hall

Lave, J, Wenger, E (1991) Situated Learning. Legitimate peripheral participation:
Cambridge: CUP p33,29,40.


Med Education 20; 162-175.

Schon D (1990) Educating the reflective practitioner. Toward a new design for teaching and

Temple Smith.

Cambridge University Press.

**Key journals**

Note: these are available as e-journals through Raven

Academic Medicine
Advances in Health Sciences Education
British Dental Journal
British Medical Journal
European Journal of Dental Education
The Clinical Teacher
Medical Education
Medical Teacher
Nurse Education Today

**Readings**

The following sections offer some suggested readings linked to core topics and concepts
explored in each of the modules. Many of the suggested text books will provide a sound
basis for each of these areas. At masters level we expect you to engage with the learning
literatures, identifying papers that support the ideas you put forward in written work. You can
find more information on how to develop your study skills in order to do these well within the
Study Skills Moodle site (part of your VLE).

**Module 1 – Core skills in medical education**


Coles C (2010) Curriculum development in learning medicine. In Dornan T. Mann K.,
Scherpbier A and Spencer J. Medical Education. Theory and practice. Churchill Livingstone:
London.

Grant J (2014) Principles of curriculum design. In Swanwick, T (Ed) Understanding Medical
Education. London: Wiley-Blackwell


**Module 2 – Applying teaching skills**

*Teaching in Clinical settings and teaching clinical examination*


McCrorie, P (2002) Graduate Students are more challenging, demanding and questioning, *BMJ* 325:676


Ramani S (2008) Twelve tips for excellent physical examination teaching. Medical Teacher 30(9) 851-6


Small and large group teaching


**Module 3 – The role of assessment**

**Feedback and assessment**


**Evaluation of teaching and faculty development**


**Reflective practice and portfolios**


Useful on-line resources

Alberta Rural Physicians action plan (On line with video clips) General advice on teaching in Clinical settings and useful guide – Including “the one minute preceptor” http://www.practicalprof.ab.ca/working_with_imgs/common_issues.html

AMEE (Association of Medical Education in Europe) Guides. Wide range of guides for medical educators available to purchase (may also be available as publications within the Medical Teacher journal). More information at: http://www.amee.org/publications/amee-guides

BEME (Best Evidence Medical Education) Reviews. Systematic reviews of key issues in medical education. Available to purchase at: http://www.bemecollaboration.org


Patient Voices. Wonderful resource of narrated ‘stories’ from patients, carers, healthcare professionals (including junior doctors). Available at: http://www.patientvoices.org.uk
# TIMETABLE

## Michaelmas 2018
- **Session 1**: Friday 12 October
- **Session 2**: Saturday 13 October
- **Session 3**: Friday 16 November
- **Session 4**: Friday 7 December

## Lent 2019
- **Session 5**: Friday 18 January
- **Session 6**: Friday 1 March

## Easter 2019
- **Session 8**: Friday 5 April
- **Session 9**: Friday 3 May

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