

| Programme Information | | |
|--|----------------|-----------------------|
| Programme Title | Programme Code | HECoS Code |
| Postgraduate Certificate in Clinical Education | X99C | For Registry Use Only |

| Award | Length of Study | Mode of Study | Entry Point(s) | Total Credits | |
|----------------|-----------------------------|---------------|--------------------|---------------|------|
| | | | | ECTS | CATS |
| PG Certificate | 1 Calendar Year (12 months) | Part-Time | Annually in August | 30 | 60 |

This programme is a Postgraduate Certificate only. On completion and award of the PG Cert, students who are employees of Imperial College London or its partner NHS Trusts may be eligible to apply to the existing Diploma and MEd in University Learning and Teaching, subject to their job contracts / employment status. Additionally, graduates may be eligible to apply to relevant Diploma / Masters level programmes at other institutions.

| Ownership | | | |
|----------------------|-------------------------|---------------------------|--|
| Awarding Institution | Imperial College London | Faculty | Centre for Higher Education Research and Scholarship |
| Teaching Institution | Imperial College London | Department | Educational Development Unit |
| Associateship | N/A | Main Location(s) of Study | South Kensington Charing Cross |

| External Reference | |
|--|--|
| Relevant QAA Benchmark Statement(s) and/or other external reference points | <p>There are currently no QAA subject benchmarks for postgraduate education studies.</p> <p>While the programme will not offer a taught pathway to Fellowship of the Higher Education Academy (Advance HE), the professional standards of this programme are well aligned with this framework.</p> |
| FHEQ Level | Level 7 |
| EHEA Level | 2nd Cycle |

| External Accreditor(s) (if applicable) | | | |
|--|-----|------------------------|-----|
| External Accreditor 1: | N/A | | |
| Accreditation received: | N/A | Accreditation renewal: | N/A |

| Collaborative Provision | | | |
|-------------------------|--------------------|--------------------------|-----------------------|
| Collaborative partner | Collaboration type | Agreement effective date | Agreement expiry date |
| N/A | N/A | N/A | N/A |

| Specification Details | |
|--|----------------|
| Programme Lead | Mrs Nikki Boyd |
| Student cohorts covered by specification | 2024-25 entry |
| Date of introduction of programme | August 24 |
| Date of programme specification/revision | May 24 |

Programme Overview

This programme, aimed at clinical teaching staff within the Imperial College School of Medicine, involves a one year part-time, practice-based approach to critically exploring learning and teaching in the field of clinical and higher education. While focussing primarily on the clinical context, the programme offers the opportunity to engage in reflective and scholarly enquiry in the broader field of higher education and you will be guided throughout in critically reflecting on your current practice and in adopting new and effective approaches for teaching and supporting learning in different clinical education contexts. You will be introduced to generic and clinical education-specific theory, language and literature and encouraged to engage critically with this in planning, facilitating and evaluating your teaching.

You will be taught by a range of experienced, highly qualified educators (including those with clinical backgrounds) and will be encouraged to consider the relevance and application of key educational principles to your individual teaching context. Your fellow students will also be clinical teachers and the opportunity to develop a sense of community and collaborative learning with colleagues in your cohort is a key aim of this PG Cert. Most of your teaching will be face-to-face in the form of weekly, four-hour seminars but you will also have access to a range of blended and online resources to support your learning. The programme is designed with flexibility in mind to accommodate the needs of busy clinical teachers.

While the course does not offer a full training in educational research methods, you will be introduced to some of the key ideas and assumptions underpinning social science research and will be given the opportunity to undertake a small-scale educational evaluation project in your teaching context. On successfully completing the programme you may be eligible (subject to your job contract / employment status with College) to apply for the Diploma and MEd in University Learning and Teaching or for comparable programmes at other institutions.

The programme aims are to:

- Support the professional identity development and practice of those who undertake clinical teaching roles at Imperial
- Offer a reflective and scholarly, practice-related approach to professional development in clinical learning and teaching
- Attract highly motivated individuals who want to further their understanding and practice of teaching and learning in the clinical context
- Enhance the ability of participants to:
 - reflect on their own teaching and learning
 - search and read educational literature, critically engaging with it, judging its value for their own personal and disciplinary context
 - carry out meaningful small scale educational evaluation projects
 - think creatively, from an evidence base, about clinical education within and beyond their own practice.

Learning Outcomes

On successful completion of the PG Cert, you will be better able to:

- Constructively appraise your own and others' teaching practice and/or support for learning.
- Critically reflect on teaching and learning in light of educational principles and practice that are relevant to clinical education.
- Apply a range of teaching, learning and assessment approaches and evaluate their effectiveness within different clinical education settings.

- Develop teaching and learning that is informed by reflection, enquiry and scholarship.
- Demonstrate the contribution of peer support, collaborative learning and community in informing a team-based approach to learning and professional development.
- Demonstrate a context-informed approach to creating and innovating in your teaching and learning practice.
- Effectively utilise practical tools (including digital technologies) to enhance your teaching and learning activities.

The Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: www.imperial.ac.uk/students/academic-support/graduate-attributes

Entry Requirements

| | |
|------------------------------|---|
| Academic Requirement | Applicants will normally be expected to hold as minimum an MBBS or UK honours degree at 2:2 in a subject relevant to clinical education (or equivalent comparable qualification recognised by the College). |
| Non-academic Requirements | Suitable applicants will be actively involved in regular teaching activity (including clinical teaching) and are likely to be those with a background in medicine, related vocational healthcare professions, health sciences or biological sciences. Those not employed by the College in a specific teaching capacity (e.g. as a Clinical Teaching Fellow) may need to provide evidence of regular teaching commitments. Normally applicants will be expected to have a minimum of two years' clinical or relevant educational experience. |
| English Language Requirement | None – the academic requirements for this course are such that applicants will be exempt from this requirement: www.imperial.ac.uk/study/apply/english-language/english-language-exemption/ |
| Admissions Test/Interview | None |

The programme's competency standards documents are available from the department.

Learning & Teaching Approach

Learning and Teaching Delivery Methods

The programme is designed to develop you as reflective practitioners and, as such, engages a range of different learning and teaching methods to enable you to 'experience' and critically reflect upon the potential utility of these approaches in your practice. While you will meet for the face-to-face seminars as a whole cohort (30-40 students), the interactive nature of these sessions will frequently involve activities and discussions working in smaller sub-groups (e.g. paired work; groups of 4-6). At times you will be expected to complete reading or activities in advance of the face-to-face session as part of a flipped classroom approach.

The intended learning outcomes will therefore be addressed through a combination of learning and teaching methods, including:

- active participation in seminars and small group discussions;
- interactive lectures;
- flipped classroom;
- team-based learning;
- practical tasks and exercises;
- reading and writing in an educational paradigm;
- work-based situated learning;
- supervision;
- literature-based projects;

- self-directed study, supported as appropriate
- peer-observation and peer-assessment
- student presentations

Overall Workload

Your overall workload consists of face-to-face sessions and independent learning. At Imperial, each ECTS credit taken equates to an expected total study time of 25 hours. As this programme comprises four Compulsory modules of 7.5 ECTS each (i.e. 4 x 187.5 hours) the expected total study time is therefore 750 hours per year.

For each module you will spend around 33 hours in synchronous, face-to-face activities (such as seminars, interactive lectures and small group discussions) and 154.5 hours engaged in independent study: to include time spent preparing end-of-module assessments.

Assessment Strategy

Assessment Methods

The programme is constructively aligned, with formative and summative assessment used within each module to support learning and demonstrate achievement of learning outcomes. You will be required to complete a summative assessment at the end of each module and formative assessment opportunities have been integrated into each module to enable timely feedback and support in preparing for your summative tasks.

The table below provides an overview of the assessment requirements for the programme, with examples of the formative assessment opportunities that will be available for each:

| Module | Assessment details | Grading | % of award |
|---|--|-------------|------------|
| Module 1: Learning and Teaching in a Clinical Context | Summative assessment: 3000-word reflective commentary on teaching practice) Formative assessment opportunities: Peer observation of / verbal feedback on a teaching session and session plan | Pass / Fail | 25% |
| Module 2: Assessment and Feedback in Clinical Education | Summative assessment: 3000-word proposal for an assessment and feedback strategy Formative assessment opportunities: Peer and tutor verbal feedback (via small group tutorials) on draft plan | Pass / Fail | 25% |
| Module 3: Engaging Students in Clinical Practice | Summative assessment: 3000-word 'Critical Incidents in Education' report Formative assessment opportunities: Tutor verbal or written feedback (as negotiated) on draft report. | Pass / Fail | 25% |
| Module 4: Evaluation and Enquiry in Clinical Education | Summative assessment: 12-minute recorded oral presentation + poster Formative assessment opportunities: Peer and tutor verbal feedback on project proposal | Pass / Fail | 25% |

Academic Feedback Policy

Formative assessment opportunities for each module (as detailed in the table above) will enable you to access verbal feedback from peers and / or module tutors at timely points as you prepare for your summative assignments. Written feedback on your summative assessments will be returned in line with the College policy on marking turnaround time (currently 10 working days) and will outline the strengths of the assignment as well as the areas for future development (i.e. 'feed forward' to inform subsequent assessments) in relation to the marking criteria and

the module intended learning outcomes. A mark sheet with clear marking criteria will be used to ensure transparency and consistency in marking and a copy of this will be provided in your programme handbook. All summative assessment will be double marked and following marking, tutors will meet to discuss and agree where and how the intended learning outcomes have been fulfilled.

The College's Policy on Academic Feedback and guidance on issuing provisional marks to students is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Re-sit Policy

The College's Policy on Re-sits is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Mitigating Circumstances Policy

The College's Policy on Mitigating Circumstances is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Additional Programme Costs

This section should outline any additional costs relevant to this programme which are not included in students' tuition fees.

| Description | Mandatory/Optional | Approximate cost |
|-------------|--------------------|------------------|
| N/A | N/A | N/A |

Important notice: The Programme Specifications are the result of a large curriculum and pedagogy reform implemented by the Department and supported by the Learning and Teaching Strategy of Imperial College London. The modules, structure and assessments presented in this Programme Specification are correct at time of publication but might change as a result of student and staff feedback and the introduction of new or innovative approaches to teaching and learning. You will be consulted and notified in a timely manner of any changes to this document.

| Programme Structure ¹ | | | | | |
|---|---|---------------------------------|-------|-----------------------|-------------|
| Year 1 – PG Certificate – FHEQ Level 7 You will study all core four modules. | | | | | |
| Code | Module Title | Core/ Compulsory Elective | Group | Term | Credits |
| EDUC70019 | Learning and Teaching in a Clinical Context | Compulsory | N/A | Autumn | 7.5 ECTS |
| EDUC70020 | Assessment and Feedback in Clinical Education | Compulsory | N/A | Autumn - Spring | 7.5 ECTS |
| EDUC70021 | Engaging Students in Clinical Practice | Compulsory | N/A | Spring | 7.5 ECTS |
| EDUC70022 | Evaluation and Enquiry in Clinical Education | Compulsory | N/A | Autumn - Summer | 7.5 ECTS |
| Credit Total | | | | | 30 ECTS |

¹ **Core** modules are those which serve a fundamental role within the curriculum, and for which achievement of the credits for that module is essential for the achievement of the target award. Core modules must therefore be taken and passed in order to achieve that named award. **Compulsory** modules are those which are designated as necessary to be taken as part of the programme syllabus. Compulsory modules can be compensated. **Elective** modules are those which are in the same subject area as the field of study and are offered to students in order to offer an element of choice in the curriculum and from which students are able to select. Elective modules can be compensated.

Progression and Classification

Please note that you will need to hold a relevant contract for the duration of the programme. If your contract is due to finish prior to the end of the programme, you must contact Mrs Nikki Boyd (n.boyd@imperial.ac.uk) as soon as possible.

Award of a Postgraduate Certificate (PG Cert)

To qualify for the award of a postgraduate certificate you must have a minimum of 30 ECTS at Level 7.

Classification of Postgraduate Taught Awards

N/A - The award will be given at the level of Pass only.

Programme Specific Regulations

N/A

| Supporting Information |
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| The Programme Handbook is available from the department. |
| The Module Handbook is available from the department. |
| The College's entry requirements for postgraduate programmes can be found at: www.imperial.ac.uk/study/pg/apply/requirements |
| The College's Quality & Enhancement Framework is available at: www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance |
| The College's Academic and Examination Regulations can be found at: www.imperial.ac.uk/about/governance/academic-governance/regulations |
| Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine". www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ |
| Imperial College London is regulated by the Office for Students (OfS) www.officeforstudents.org.uk/advice-and-guidance/the-register/ |
| This document provides a definitive record of the main features of the programme and the learning outcomes that you may reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review. |