

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: Medical Education
- Course Code: PH187T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Postgraduate Certificate
- All possible exit awards : Institutional Postgraduate Credit; No Formal Postgraduate Qualification
- Award notes :

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:  

No
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- Exemption by Professional/Statutory body:  

No
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- Details  

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- Modes of attendance: Main MOA: Part-Time  
Other MOA:
- Mode Notes:
- Course leader: Kathleen Amy Moore

#### 2. Entry Requirements and Profile

A General Practitioner must have at least 2 years experience in general practice. A secondary care practitioner with at least 2 years experience in practice. They must be involved in the training of students in a secondary care environment. A practice manager, primary care nurse, primary care educator or other primary care professional with a minimum of 2 years experience in primary care.
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#### 3. Course Description

##### Characteristics and Aims

The course will be available on a part time blended learning basis, incorporating workshops, Blackboard, work based and tutorial groups. The course is designed to support prospective GP trainers enabling them to develop their knowledge, skills and understanding of adult learning and educational theory. It is also designed to guide the learner through achieving approval as a GP trainer.
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##### Teaching, Learning and Assessment Strategies

Learning strategies will be shaped by the characteristics of learner-centred adult education. Learning outcomes will be achieved through a variety of methods as shown below:
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Taught sessions

Full teaching days: The strategies used in this module will include both small group work and
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workshop style lectures. The workshop style lectures will enable an information exchange between the learner and educator and between learners themselves. This information will then be used in the workshop to help reinforce the learning process. The small group work of 6-8 students is designed to encourage peer group discussion and reflection. They are resourced and facilitated by experienced primary care educators. Small group work will include role play and video analysis.

Half day workshops: Learners will be part of a learning set facilitated by an experienced primary care educator. Each learner will also be encouraged to have a mentor from within their local trainers group. The learning set will be a forum for discussion, reflection and support.

Practice Based Learning - Much of the learning will take place outside of the taught periods. This will in part be academic, self-directed learning undertaken by learners as they work towards completion of their assignments. It will also include the time spent in preparing both themselves and their practices to take on the mantle of training. Learners will also be expected to work with current students e.g. in delivering one to one teaching.

#### 4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> <li><b>Knowledge &amp; understanding</b></li> </ul>	<p>Students will:</p> <p>Critically analyse the local and national criteria for primary care training and teaching practices</p> <p>Set prospective standards for the practice as a learning organisation and a training practice and measure performance against those standards</p> <p>Evaluate the theories of adult learning and demonstrate how they relate to learning in primary care</p> <p>Review methods of teaching communication skills in primary care with reference to different model for analysis consultations</p> <p>Break down education management in primary care into component parts and discuss their inter relationship</p>
<ul style="list-style-type: none"> <li><b>Cognitive skills</b></li> </ul>	<p>Critically analyse, apply and evaluate theories of learning and teaching.</p>
<ul style="list-style-type: none"> <li><b>Subject specific skills</b></li> </ul>	<p>Demonstrate the features of an effective teacher/learner relationship, and the desirable professional values and responsibilities of a teacher.</p> <p>Plan, appraise, and critically evaluate a learning programme for a learner in primary care using a variety of teaching methods and making full use of appropriate resources.</p> <p>Demonstrate the knowledge and skills for effective one to one teaching that including assessment and curriculum planning.</p> <p>Give and receive effective feedback.</p> <p>Manage registrar problems.</p>

	<p>Have the ability to manage his/her own learning environment.</p> <p>Have an awareness of personal learning styles and own learning abilities and techniques.</p>
<ul style="list-style-type: none"> <li><b>Key Skills</b></li> </ul>	<p>Express ideas and opinions with confidence and clarity both in writing and in oral presentation.</p> <p>Developed their IT skills to be used appropriately for learning.</p>

## 5. Structure and Regulations

### Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
<b>HEST5501</b>	<b>30.00</b>	<b>5</b>	<b>Both</b>	<b>1, 2, X, S1, S2</b>	<b>DM</b>
<b>HEST5502</b>	<b>30.00</b>	<b>5</b>	<b>Both</b>	<b>1, 2, X, S2, SX</b>	<b>DM</b>

### Structure

#### Structure notes

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#### Course Specific Differences or Regulations

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#### Numbers at sites, including partner institutions

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#### Relevant QAA Subject Benchmarking statement(s)

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## 6. Quality Assurance Information

### QA of Workbased Learning

N/A
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### Liaison with Collaborative Partners

East Midlands HWD educators have worked along side DMU throughout the development of the certification of this course. They have worked with the course director and taken account of the views of recent delegates to the course and of current course tutors. They have also sought advice from similar course run by other deaneries which are accredited for example by Oxford Brookes University and South Bank University.

Accreditation for this course is wholly and actively supported by the Postgraduate Dean and the Dean of the faculty of Health and Life Sciences

The Course Leader is responsible for liaison with all collaborative partners. They are accountable to the Deanery Deputy Director responsible for the course and is supported by the course tutors and deanery administrative staff. They will also liaise closely with an identified member of DMU staff who will be responsible for ensuring the maintenance of quality and standards and providing effective communication between the institutions.

The course leader and module deliverers will have regular contact with DMU staff via email and phone. Additionally there will be course management team meetings attended by both DMU and Deanery staff. These meetings will occur prior to the PG SAB- Management, thereby enabling issues to be documented on the subject journal and discussed by the whole team.

Issues arising from student evaluations will be discussed at the team meetings and included on the subject journal.

Assessed work will be internally moderated by DMU staff and sent to the External Examiner.

Work-base activities will be managed by the individual learner but supported by the group facilitator through the learning sets.

#### Procedures for Maintaining Standards

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#### Course Handbook Descriptor

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