



H·Y·M·S

THE HULL YORK
MEDICAL SCHOOL

POSTGRADUATE **CERTIFICATE, DIPLOMA** AND **MSc** IN HEALTH PROFESSIONS EDUCATION

DEVELOP YOUR KNOWLEDGE AND
SKILLS AS A TEACHER, EDUCATOR
AND RESEARCHER

www.hyms.ac.uk/hpe

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1.

Why choose Hull York Medical School?

A WORLD CLASS MEDICAL SCHOOL

Hull York Medical School has become one of the UK's most exciting and modern medical schools; it is based in two well-established universities in the attractive and historic cities of Hull and York.

At Hull York Medical School, you will be well supported in your studies, as we recognise and understand the challenges of studying whilst juggling work and home life. Tutors support students at study days, via email, telephone, a personal learning journey and through online discussions boards.

You will also have access to a network of highly skilled tutors, many of whom are research active, which means that you will be taught by professionals at the cutting edge of research in their field.



2.

The Health Professions Education programmes

DEVELOP YOUR KNOWLEDGE AND SKILLS AS A TEACHER, EDUCATOR AND RESEARCHER

The postgraduate certificate, diploma and MSc in Health Professions Education are designed especially for health professionals and educators who are interested in teaching, assessment, course design and educational research.

The courses cover a variety of topics of interest to anyone working within health professions education including: medicine, dentistry, nursing, midwifery, radiography, physiotherapy, pharmacy or other health professions including ward managers.

Taught by subject experts, you will have access to a wealth of online resources, and also have the option of face-to-face study days where you can meet the tutors and your fellow students.

The programmes are flexible, designed to fit in around busy work schedules and home life. Accredited by the Higher Education Academy, you will be able to apply for membership upon completion of the Certificate.



We are immensely proud of our Health Professions Education programmes. Our staff are passionate about education and are ready to share their expert knowledge. Students will enjoy being part of our diverse cohort and engaging in a research active environment. We support students in acquisition of knowledge and skills, but also pastorally. We look forward to welcoming you to the Health Professions Education Programme at the Hull York Medical School.

Dr Gabrielle M Finn, Programme Director / Senior Lecturer in Medical Education
Centre for Education Development

Flexible study options to fit in around busy schedules

Choose to commence studies in either January or September

Student support via a network of dedicated tutors

Optional face-to-face study days

Wealth of digital resources and online learning tools

Innovative study methods

Excellent choice for intercalating students

Suited to a wide range of healthcare professionals

Accredited by the Higher Education Academy

3.

Programme overview



The Certificate, Diploma and MSc in Health Professions Education are available part-time or you can choose to study the content of all three programmes in our one year full-time MSc. In addition, to maximise flexibility, we now offer students the opportunity to commence studying the Certificate or Diploma in either September or January.

CERTIFICATE (PART-TIME)

The Postgraduate Certificate will enable students to develop an understanding of the principle issues of learning, teaching, assessment and professional practice as they relate to clinical education. Students will engage in a range of activities utilising educational theory and reflective practice. The Postgraduate Certificate in Health Professions Education is accredited by the Higher Education Academy. This enables students to apply for Fellowship of the Higher Education Academy upon successful completion of the certificate.

MSc (PART-TIME)

Students will develop the knowledge and skills required to undertake and deliver a high quality research project in health professions education. The research will be relevant to the students' own discipline and research interests.

DIPLOMA (PART-TIME)

The Postgraduate Diploma will support students to deliver high quality health professions education by reflecting upon and sharing insights into their clinical and teaching practice. Students will understand and apply educational theories and evidence from the literature, consider leadership within an educational context and develop an understanding of approaches to educational research. Diploma modules are designed to provide students with knowledge and skills upon which they can continue to build their own academic studies or career.

MSc (FULL-TIME)

Students wishing to study the content of the part-time Certificate, Diploma and MSc in one year may wish to apply for the full-time MSc.



The postgraduate certificate provides a good introduction and broad overview of medical educational theory and practice. It had great relevance to my current teaching practice and has encouraged me to consider different approaches to further improve the students' learning experience. I would recommend it to any medical teacher keen to develop an interest in this field.

Dr Veronica McKay, GP and PBL Tutor



4.

Teaching and Learning methods

FLEXIBILITY FROM THE OUTSET

You can choose to study either distance learning which is 100% online or blended learning which includes one face-to-face study day per module. We also offer module options, giving our students even more flexibility.

Our Health Professions Education Programmes offer a flexible ladder of progression. You can study at your own pace, progressing from Certificate to Diploma to Masters of Science (MSc). Students can opt to study the programmes either via blended learning or distance learning to fit around their work and home commitments. All applicants will be contacted by the programme team to select their mode of study.

The blended route mixes face-to-face study days with online learning throughout the modules. Study days are either on campus at the University of Hull or the University of York. In addition, students opting for the Certificate or Diploma programmes can opt to commence studies in either September or January.

A range of teaching and learning activities will be used in the delivery of this programme, these include:

Self-directed learning

Small groups

One-to-one mentoring

Online learning e.g. discussion board & quizzes

Formative & summative feedback

Self-assessment activities



"I have very much enjoyed participating in the HYMS PG certificate. Although it involves a significant amount of study, the blended nature of the course and the flexibility of course tutors makes it relatively easy to fit coursework in around the demands of a busy job. It has been great to meet colleagues from a range of different specialities and backgrounds"

Dr Georgina Morris, Clinical Lecturer in Genitourinary Medicine and HIV



STAFF TEAM

Students are well supported by a dedicated team of highly skilled tutors. Our tutors offer a range of skills and expertise as Educationalists, General Practitioners, Nurses and a range of hospital based specialists. Many of our tutors are research active, meaning that students are taught by professionals who are also at the cutting edge of research in their field. Our teaching is informed by research and relevant to the demands of health education in the 21st century.

5.

Programme pathways

CHOOSE FROM A RANGE OF PROGRAMME PATHWAYS TO SUIT YOUR PREVIOUS EXPERIENCE, WORK COMMITMENTS AND PERSONAL GOALS

	3 year, part-time Certificate, Diploma & MSc	2 year, part-time Certificate, Diploma & MSc	1 year, part-time Certificate & Diploma	1 year, part-time Diploma & MSc	1 year, part-time MSc	1 year, full-time MSc*
	Suitable for applicants with no previous teaching qualifications. Students can opt to exit the programme after each qualification.	Suitable for applicants with no previous teaching qualifications who would like to complete the programme in 2 years rather than 3.	Suitable for applicants with no previous teaching experience who would like a qualification without completing research.	Suitable for applicants who have previously completed the Certificate.	Suitable for applicants who have previously completed the Certificate and Diploma.	Suitable for applicants with no previous teaching qualifications who wish to study the content of the part-time Certificate, Diploma and MSc in 1 year. *Suitable for intercalating students.
Year 1	Certificate	Certificate & Diploma	Certificate & Diploma	Diploma & MSc	MSc	MSc
Year 2	Diploma	MSc				
Year 3	MSc					

6.

Overview of programme modules

Teaching Clinical Reasoning

This module provides theoretical and conceptual awareness of the development of clinical reasoning as a key professional skill. It takes students from the underpinning educational theory and the context of teaching through to factors influencing curriculum reform and design and assessment of clinical reasoning skills. Contemporary issues and novel approaches to teaching are addressed.

Anatomy Pedagogy

This module prepares students to teach anatomy by introducing different pedagogic approaches, assessment methods that are unique to anatomy and concepts relating to legislation, storage and preparation of cadaveric material.

Learning and Teaching

In this module you will be introduced to the basic principles in learning and teaching within a health profession / clinical environment. You will enhance your skills as an effective clinical teacher with a good grounding in educational theory and you will learn basic teaching skills such as writing outcomes.

Assessment and Feedback

You will be provided with the framework to analyse and review your experiences in assessment and feedback. You will learn to engage critically with the literature relating to assessment and feedback and use case studies to explore the relationships between assessment, feedback and learning.

Professional Practice

During this module you will develop the tools and framework to reflect critically on your practice as a health professions educator and especially in relation to learning, teaching and assessment. You will reflect on professional conduct as a critical part of professional practice and familiarise yourself with behavioural measures of these subjective constructs. Learner, peer, and self-evaluation feedback will be used to enhance your own teaching and education practice.

Contemporary Issues

This module will challenge you to reconsider the ideologies and assumptions underpinning current models of curriculum, course and assessment design in Health Professions Education. You will be engaged in critically examining the key discourses and ideologies shaping medical and health professions curricula. This includes the exploration and the effects of 'standards' (as a notion of 'quality') in defining medical and health professions curricula.

Research Approaches

In this module you will be introduced to key concepts in quantitative and qualitative research in order to form a research question, plan an appropriate methodological approach and method for data collection and analysis, and write a research proposal. The module will give you the foundational knowledge to interrogate published literature and to take a reflective stance towards your own research.

Leadership

You will be provided with an opportunity to critically examine contemporary leadership and management processes in health professional education. You will become better equipped to be involved with shaping your institutional and personal leadership approaches, and to be confident in the critical analysis of ideas relating to leadership theory and models in the context of health professions education. You will learn to be proficient in advancing change through a critical appreciation of the context and culture relating to change management – both personally and in your institution. There will be an opportunity to explore an area of interest in terms of leadership relevant to your educational context.

MSc (PART-TIME)

Dissertation

The MSc will involve a major research project; you will gain knowledge and skills to deliver high quality research in health professions education. This can be literature or research based.

MSc (FULL-TIME)

Students on the full-time MSc will study all the modules included in the part-time certificate, diploma and MSc (as shown above) in one year.

Any of our modules can be studied as an independent CPD course by arrangement with the Programme Director.

7.

Programme timeline



Programme Timeline for the Certificate, Diploma and MSc in Health Professions Education

	Certificate	Diploma	MSc
Entry point 1 Term 1 (Oct - Dec)	Learning & Teaching	Research Approaches in Health Professions Education	Dissertation
Entry point 2 Term 2 (Jan - March)	Assessment & Feedback	Contemporary Issues in Health Professions Education	
Term 3 (April - June)	Professional & Reflective Practice	Leadership in Health Professions Education	



I would say that the programme is not just for educationalists or those with a desire to 'lecture' or 'teach'. It is invaluable to trainees and trainers alike; it improved my understanding of the way curriculum, exams and assessments are designed and implemented and, as a result, I have gained a lot more from my work-based assessments. It was hard, it was gruelling but, in the end, I have to say it is worth it!

Mr Sandip Nandhra,
Core Surgical Trainee



8.

Breakdown of contact hours

Contact hours are consistent across the HE sector.
1 credit = 10 hours of study

CERTIFICATE

Online, self-directed learning;
approx. 150 hours / module

Face-to-face*;
8 hours / module (1 day)

DIPLOMA

Online, self-directed learning;
between 120 and 165 hours / module

Face-to-face*;
8 hours / module (1 day)

MSc (PART-TIME)

Online, self-directed learning;
approx. 330 hours / academic year

Seminars, assessment, workshops & tutorial;
approx. 270 hours / academic year

*Face-to-face learning is for the blended route.



The course is challenging but well-paced and can be combined with a busy clinical workload. It is equally demanding and rewarding, requiring extensive reflective thinking. I have no hesitation in recommending the course to anyone interested in formalising their educational credentials.



Mr Colin Vize,
Consultant Ophthalmologist



9.

Assessment overview

On the Certificate and Diploma, modules are assessed using a range of approaches which include: written assignments, contribution to online activities and peer observation. Students will also map their learning to the UK Professional Standards Framework (UK PSF) through a learning journal.

For the MSc, assessment includes a literature review, or a major research project (dissertation).

10.

Supporting your studies

Studying Health Professions Education is a challenging and rewarding experience, and demonstrates a significant personal commitment. As a leading health professions education provider we respect that decision and are committed to helping you concentrate on your studies and achieve your personal and career goals.

Staff team

Our tutors are motivated and enthusiastic professionals, they are dedicated to ensuring you receive the support you need. Each student will be supported by a personal tutor; this means that you will have a personalised learning experience and will be supported in both your academic and pastoral issues.

Facilities

You will benefit from the resources of both Hull and York University: from the latest IT and library services to a virtual learning environment, you'll have everything you need to make the most of your learning experience.





11.

Entry requirements and How to apply

ENTRY REQUIREMENTS

Part-time Certificate

Applicants to the PG Certificate must hold a relevant undergraduate degree or its equivalent and have access to an appropriate level of teaching activity (we recommend around 18 hours which should ideally consist of a few separate events) during the year of the programme.

Part-time Diploma or MSc

Applicants who have completed the certificate and/or diploma modules elsewhere and wish to progress to the Diploma or MSc may apply for transfer of credit. Applicants without an existing qualification can, in exceptional circumstances, apply for credit for experiential learning.

Full-time MSc

Applicants to the full-time MSc must hold a relevant undergraduate degree or its equivalent. Students must have access to an appropriate level of teaching activity (we recommend around 18 hours which should ideally consist of a few separate events) during the year of the programme.

Intercalating students

Students considering intercalating on the full-time MSc in Health Professions Education must have satisfactorily completed a minimum of three years on their undergraduate degree. Intercalating students will be offered peer teaching opportunities to help them meet the programme outcomes. We welcome intercalating students from other institutions.

English language requirements

Applicants whose first language is not English will be required to demonstrate evidence of proficiency in English language as follows: IELTS: 7.0 (in the 'Academic' test, with minimum score of 5.5 in all four language competences: Listening, Reading, Speaking and Writing).

HOW TO APPLY

To apply using our online application form, visit:
www.hyms.ac.uk/hpe

12.

Fees

Fees for 2018 / 19 entry are as follows:

Home students: £3,030

Overseas students: £5,030

Course fees are subject to annual inflationary price increases.

Discounts are available for HYMS MB BS alumni, NHS and partner employees. More information is available on the HYMS website: www.hyms.ac.uk/hpe

Applications for Fellowship of the Higher Education Academy carry an additional fee payable to the HEA for non-HYMS contracted staff.

For further information

Admissions enquiries

pgtadmissions@hyms.ac.uk

Tel: 01904 321690

www.hyms.ac.uk/hpe

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