

# Postgraduate Certificate in Medical Education (PGCME) Handbook 2012



HYMS POSTGRADUATE TAUGHT PROGRAMME 2012

# HYMS Postgraduate Certificate in Medical Education (PGCME)

Handbook 2012

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This handbook is available on request in alternative formats from the HYMS Postgraduate Office.

# Welcome...



Welcome to the Postgraduate Certificate in Medical Education (PGCME) at HYMS. We are delighted you have chosen to follow this programme and hope you will find it enjoyable and informative.

**There are a range of reasons to undertake a PGCME, and your Programme Tutor will work with you to ensure that where possible the programme can be tailored to help you identify and satisfy your own specific learning and teaching needs. This will also allow you to maximise the impact on your teaching practice in your own specific context throughout the year, and thereafter. The Programme Team and your peer group come from a wide range of backgrounds all of which provides a rich and challenging learning experience. It is our aim to make your time with us as beneficial as possible, so please do take advantage of all the help and support that is available.**

## Introduction

This handbook contains information specific to the PGCME. Please do take the time to familiarise yourself with all of the information in it. Formal programme requirements, such as assessment, will not change during your time on the PGCME but you are asked to check the Virtual Learning Environment (VLE) at least once a week, as additional and updated information will be posted there. You must also read this handbook in conjunction with the HYMS Postgraduate Taught Student Handbook, which contains essential information about studying at HYMS at postgraduate level. If at any time you have any queries or simply want to discuss issues related to the programme, please feel free to contact any member of

the programme team, whose details are listed on page 4.

We are always here to help and we are very keen to receive your feedback as we strive to enhance the programme on an ongoing basis.

Please take the time to familiarise yourself with the information in this handbook. You will be asked to sign a statement saying that you have read and understood the content at the programme Induction.



# SECTION I – General information about the PGCME at HYMS

## IN THIS SECTION:

- 1.1 Background
- 1.2 Delivery of the programme
- 1.3 The PGCME staff team
- 1.4 Communication within HYMS
- 1.5 Contacts

### 1.1 Background

The Hull York Medical School is a partnership between the University of Hull, the University of York and the NHS in North and East Yorkshire and North Lincolnshire. It currently admits about 140 undergraduate medical students each year, following the MBBS course. The teaching ethos of the undergraduate school is student-centred, with Problem-Based Learning (PBL) used as one of the main delivery tools.

The HYMS PGCME was introduced to meet the needs of professionals engaged in medical education at HYMS, in the region and elsewhere. In recent years, in response to encouragement from bodies such as the GMC and the Yorkshire and Humber Deanery, there has been considerable demand for PGCME programmes, both from individuals and institutions. In addition, the vast majority of lecturers in Higher Education are now contractually obliged to participate in accredited programmes that offer the equivalent of initial teacher training.

The HYMS PGCME covers the topics found in standard postgraduate teacher training such as teaching with large and small groups, delivering effective seminars/workshops etc. However, it also addresses more specialist aspects of education such as PBL that are not commonly included in many other PGCME programmes. The programme has also been carefully designed to offer a balance between the extremes of distance and face-to-face learning, offering peer and tutor contact without demanding a high degree of attendance at scheduled classes. More information is given in Section 2, Programme Structure. Detailed information about the educational rationale of the programme can be found on the VLE.

The programme has also been designed to meet the requirements of the UK Professional Standards Framework for teaching and supporting learning in Higher Education. This framework is an important national standard as it aims to act as:

- An enabling mechanism to support the professional development of staff engaged in supporting learning
- A means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development

- A means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
- A means to support consistency and quality of the student learning experience.

### 1.2 Delivery of the programme

The PGCME has a part-time Programme Director who is responsible for running the programme, and who reports to the Postgraduate Programme Board for delivery and quality assurance of the PGCME.

The Programme Director is supported by a team of clinicians and academics who provide expertise and experience across a broad range of topics encompassed within the PGCME, ensuring it reflects contemporary and evidence-based practice. In addition you will be allocated a Programme Tutor who will meet with you from time to time on a one-to-one basis. In particular you will meet them in Module 1 when they will visit you in your teaching location and observe and discuss your teaching.

### 1.3 The PGCME Programme Team

The PGCME Programme Team comprises academics and clinicians with a broad range of experience, all of whom have qualifications and/or significant experience in medical education.

All have either taught or studied on similar programmes themselves. The PGCME VLE site includes biographical details of the programme team. All the tutors have additional academic or clinical responsibilities, so their 'dual' professional lives bring rich experience to the programme.

However, it also means they juggle a number of responsibilities. When you contact them they will respond as quickly as possible but if their reply is delayed it is likely to be because they are engaged elsewhere. If your query is urgent and you have not received a response, please email the Programme Director at: **E: [alison.pettigrew@hyms.ac.uk](mailto:alison.pettigrew@hyms.ac.uk)** in the first instance and the team will do their best to locate the person you need to speak to.



## I.4 Communication within HYMS

Following registration you will be allocated a HYMS email address, it is essential that you use your HYMS email address, which is the only email address we will use to contact you. Email is a primary means of communication within HYMS and you are expected to check it regularly as it is used to send you vital information. You are advised to forward mail from your other university accounts to your HYMS email account to ensure you do not miss important emails from the universities. In addition, you are asked to check HYMS Blackboard (VLE) regularly, as important information and announcements are posted there. The HYMS website also contains useful and topical information.

## I.5 Contacts

### Programme Director

Alison Pettigrew

E: [alison.pettigrew@hyms.ac.uk](mailto:alison.pettigrew@hyms.ac.uk)

T: 01904 321781

### Programme Administrator

Victoria Hill

E: [victoria.hill@hyms.ac.uk](mailto:victoria.hill@hyms.ac.uk)

T: 01904 321360

### Programme Tutors

Dr Andy Brown

E: [andrew.brown@hyms.ac.uk](mailto:andrew.brown@hyms.ac.uk)

T: 01904 321752 / 01904 72630

Dr Andy Davidson

E: [andrew.davidson@hyms.ac.uk](mailto:andrew.davidson@hyms.ac.uk)

T: 07821 206362

Dr Janine Henderson

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Dr Andy Kardasz

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T: 01904 321745 / 01482 464183

Dr Jean McKendree

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T: 01904 321751

Dr Bryan Wilson

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T: 01482 463074

### Module Leader - Learning and Teaching

Alison Pettigrew

E: [alison.pettigrew@hyms.ac.uk](mailto:alison.pettigrew@hyms.ac.uk)

T: 01904 321781

### Module Leader - Assessment & Feedback

Dr Andy Brown

E: [andrew.brown@hyms.ac.uk](mailto:andrew.brown@hyms.ac.uk)

T: 01904 321752 / 01904 726308

### Module Leader - Professional Practice

Alison Pettigrew

E: [alison.pettigrew@hyms.ac.uk](mailto:alison.pettigrew@hyms.ac.uk)

T: 01904 321781

# SECTION 2 – The programme

## IN THIS SECTION:

- 2.1 Introduction to the programme
- 2.2 Programme structure
- 2.3 Key dates and programme timetable
- 2.4 Participant evaluation, representation and the feedback loop
- 2.5 Programme aims
- 2.6 Programme outcomes

## 2.1 Introduction to the programme

The PGCME at HYMS is delivered through ‘blended learning’. It revolves around:

- Face-to-face study days, including one induction day and a Study Day for each module. You are expected to attend the four face-to-face days. If for any reason you are unable to attend any part of the study day programme you must notify the Programme Director as soon as possible, and you will be required to submit an additional short assignment to demonstrate that you have achieved the study day learning outcomes.
- Weekly online Virtual Learning Environment (VLE) activities. The primary aim of the VLE material is to provide you with easier access to resources. However, online learning works best when you actively interact with the material. Each PGCME ‘work week’ for task completion will run from Wednesday to Tuesday (close of business). You must complete the tasks that are indicated for the week within that period, wherever possible. However, it is recognised that there will be times when you are away. In these situations, you will need to catch up the following week. Material will be released in batches of a few weeks at a time, e.g. weeks 1-7 for the launch of the programme.

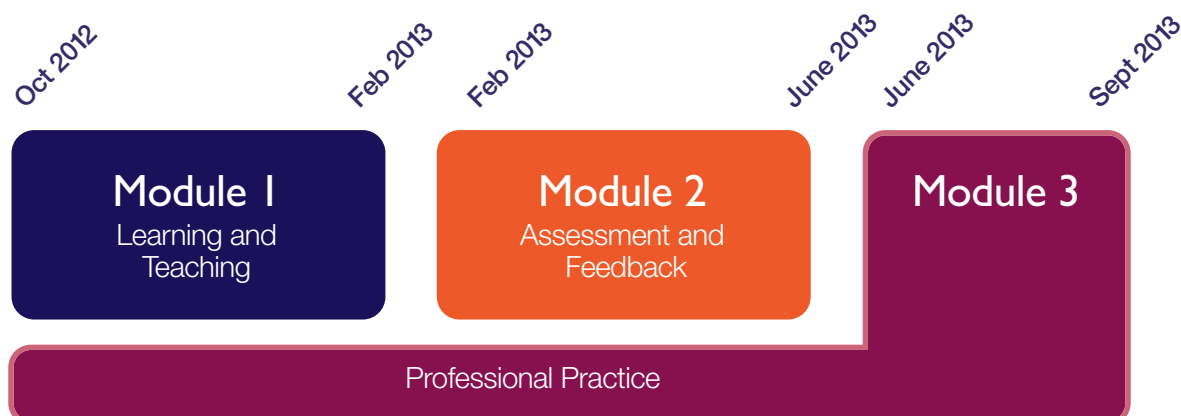
- Online communication with your peers and the Programme Team. Peer contribution is especially important in adult learning since the group holds a wealth of knowledge and experience. It is hoped that you will engage in discussion and collaborative activity where suggested and that this will result in better learning for all.
- Meetings with your Programme Tutor. There will be around three to four of these, including one peer observation. The other meetings may be arranged to be face-to-face or phone meetings, depending on your preference and convenience.

## 2.2 Programme structure

Modules 1 and 2 run October to February and February - June respectively. Module 3 runs concurrently alongside both Modules 1 and 2 and concludes in the period June - September.

This is because Module 3 is focussed throughout on professional practice; and it is hoped that what is learned in Modules 1 and 2 will be applied as appropriate to workplace practice in an ongoing manner, informing study and reflection in Module 3.

### PGCME Programme Structure:



### Key dates and programme timetable:

Activity	Venue	Date	Time
Induction Day	University of Hull	17 October 2012	9.00-17.00
Study Day 1	University of York	14 November 2012	9.00-17.00
Study Day 2	University of Hull	6 March 2013	9.00-17.00
Study Day 3	University of York	26 June 2013	9.00-17.00

Dates and venues are provisional and may be subject to change

## 2.3 Key dates and programme timetable

You will find details about the programme timetable, including submission dates for formative and summative assessments, on the VLE. It is your responsibility to check the timetable and submission dates, attend the relevant sessions and meetings, and submit work on time (see above).

## 2.4 Participant evaluation, representation and the feedback loop

Throughout the programme, the PGCME will be evaluated by a range of tools. A range of evaluation techniques will be used for the Study Days. Online evaluations at the end of each module and at the end of the programme will be standard. These are likely to be carried out by quick online surveys on the VLE, and you will be given more details at the appropriate time. Focus groups will be offered and all evaluation that comes via Programme Tutors and the Module Leaders will be noted and monitored. An annual report will be prepared for the Postgraduate Programme Board and the HYMS Quality and Standards Committee, who will report the information to other HYMS committees as necessary. Responses to evaluative comments will be posted up on the VLE website at regular intervals. Postgraduate Taught students are represented on the Postgraduate Programme Board. Nominations for representatives will be coordinated by the HYMS Quality and Standards Officer.

## 2.5 Programme aims

The overall aim of the programme is to enable you to develop practical capabilities in critical, reflective understanding of learning and teaching in clinical practice. You will be assisted in reaching a basic understanding of the principal issues of learning and teaching, of assessment and of professional practice as they relate to clinical education. Through this

process the aim is to enhance practice.

## 2.6 Programme outcomes

By the end of the programme, you should be able to demonstrate that you can:

- examine key theories of how adults learn.
- apply a range of different teaching and learning methods effectively, including learning technologies, appropriate to the context and to a diverse range of students.
- outline the essential links between learning outcomes, the learning process and assessment.
- evaluate and select a range of systems of assessment, feedback and evaluation and apply these in an appropriate setting.
- practice effectively as an educational supervisor.
- understand and effectively apply the underlying principles of reflective practice in teaching and learning, as both a learner and a teacher.

These outcomes will be achieved through successful completion of all three Modules, the submission of all formative and summative assessment requirements and attendance at all study days.



# SECTION 3 – Modules

## IN THIS SECTION:

- 3.1 General information about the PGCME modules
- 3.2 Module 1: learning and teaching
- 3.3 Module 2: assessment and feedback
- 3.4 Module 3: professional practice

### 3.1 General information about the PGCME modules

Each Module is allocated a Module Leader who will take overall responsibility for the organisation and delivery of each weekly component. Module 1 relates to principles of learning and teaching; module 2 to assessment and feedback to students; module 3 to professional practice, and to principles of evaluation as part of this. Module 3 runs concurrently in order to apply reflective techniques as the programme progresses. A detailed overview of module learning outcomes and assessment is provided in each of the respective Module Guides which also feature a weekly calendar for each module.

### 3.2 Module 1: learning and teaching

#### Module 1 aims

The aim of this module is for participants to enhance their skills as effective clinical teachers. This process will be informed by a good knowledge base and practical experience of how learning can be supported by an appropriate learning framework and informed teaching and learning activities.

A number of key concepts and definitions will be introduced in this module. The spiral nature of the programme will ensure that some of these are developed further in modules 2 and 3. The artificial division made necessary by a modular structure makes this especially important, for example, in relation to teaching, learning and assessment which are inextricably interwoven but which need to be covered in separate modules.

#### Module 1 outcomes

By the end of the module you should be able to demonstrate that you can:

- examine key theories of how adults learn and the relationships between teaching and learning.
- use good practice in curriculum design.
- understand the fundamental relationship between aims, outcomes, the learning process and assessment.
- write learning outcomes, using an appropriate taxonomy, aligning the various levels of the students' understanding with desired programme outcomes.

- describe the strengths and weaknesses of a variety of learning frameworks such as: lectures; e-learning; small groups; PBL; tutorials; seminars; clinical (bedside) teaching; practical sessions and workshops.
- deliver teaching in various settings depending on the workplace environment using good, reflective practice.

### 3.3 Module 2: assessment and feedback

#### Module 2 aims

By the end of this module participants should be able to effectively use a range of assessment and feedback methods appropriate to the setting.

#### Module 2 outcomes

By the end of the module you should be able to demonstrate that you can:

- describe the difference between assessment, feedback and evaluation.
- use good practice in assessment and feedback.
- compare the different purposes of formative and summative assessment.
- prioritise the various stakeholder interests in the assessment process as appropriate to the context.
- describe the principles of good assessment, including the way in which assessment drives learning, giving examples of how the latter can affect the education process, both positively and negatively.
- discuss a variety of assessment processes/strategies such as standard setting, knowledge-based versus performance-based assessment, and inclusive practice.
- understand the principal methods of critiquing the effectiveness of types of assessment according to purpose.



### 3.3 Module 3: professional practice

#### Module 3 aims

By the end of the module, participants should be able to reflect critically on their practice as a medical educator and especially in relation to learning, teaching and assessment.

#### Module 3 outcomes

By the end of the module you should be able to:

- demonstrate evolution in your understanding of good medical educational practice.
- discuss the importance of lifelong learning in enhancing professional development in the context of undergraduate and postgraduate education and for continued professional development (CPD).
- show an understanding of the principal methods used to evaluate the effectiveness of types of learning, teaching and assessment according to purpose and be better able to use evaluation both for programme development and for personal CPD.
- demonstrate good practice in evaluation (including 'closing the loop').
- show you have developed critically reflective skills appropriate to your medical education context.
- identify and address context-specific professional development needs related to their own learning and their teaching.

# SECTION 4 – Credits, assessment, examination and feedback

## IN THIS SECTION:

- 4.1 Background
- 4.2 Accreditation of Prior (Experiential) Learning
- 4.3 PGCM E assessment policies and practices
- 4.4 Principles of assessment
- 4.5 Presentation of work submitted for assessment
- 4.6 Submitting summative assessments
- 4.7 Examination and the Board of Examiners
- 4.8 Marking procedures and indicative marking timetable
- 4.9 Feedback

### 4.1 Background

The PGCM E is a 60 credit Masters (Level 7) programme. Each module is 20 credits.

The general HYMS Taught Postgraduate Student Handbook contains more information about postgraduate credits and modules at HYMS.

### 4.2 Accreditation of Prior (Experiential) Learning – AP(E)L

This is not currently available for the PGCM E. Please direct any specific queries in the first instance to the Programme Director.

### 4.3 PGCM E assessment policies and practices

There are two main types of assessment: formative, which primarily aims to give helpful feedback to enable you to develop your understanding of the topic and to improve your future work, and summative, which primarily aims to provide a grade that reflects the general standard of the work you have submitted. Summative grades are recorded. Both are seen as important parts of the PGCM E.

#### 4.3.1 Formative assessment

Formative assessment takes place throughout the programme via activity on the VLE and the Programme tutor. Formative work receives feedback and comment from tutors but does not contribute to the final award mark. It is an essential part of learning, and the final (summative) assessments have been designed so that some of your formative work can be used towards the final submission.

#### 4.3.2 Summative assessment

For the PGCM E, summative assessment, that counts towards the final award mark, takes place at the end of each module. There are therefore three pieces of summative assessment. Feedback summaries for these assessments will be given at the end of the programme, in addition to the feedback you receive after the assessment itself.

#### 4.3.3 Peer observation

In addition to formative and summative assessment, there is also a procedural requirement that you are observed by your tutor during Module 1 at a time agreed between you and the tutor.

Satisfactory completion of this exercise is a requirement for passing Module 1 and so it is important to organise this as soon as possible with your tutor. This is not marked but feedback will be given in a structured way. Peer observation of teaching is also required and will normally take place in Module 3 (June- September).

### 4.4 Principles of assessment

The learning outcomes for the programme and modules require that assessment measures four elements of learning:

- Knowledge gained
- Understanding of that knowledge
- Skills gained
- Professional values and attitudes.

You are awarded marks on the basis of your attainment of the modular outcomes at the appropriate level. The different levels of attainment are detailed in the general assessment criteria for Level 7 programmes and the specific criteria for the PGCM E programme and its modules.

These assessment criteria can all be found on the VLE.

A submitted assignment is characterised by strengths in some of the assessment criteria, and weaknesses in others. In reaching a decision about the grade to be awarded, the balance between strengths and weaknesses is assessed.

## 4.5 Presentation of work submitted for assessment

You must submit all written assignments in word-processed form (12 point type, double spaced).

Your work must be characterised by:

- clear and comprehensible presentation
- accurate spelling, punctuation and sentence structure
- use of appropriately inclusive language
- accurate referencing using one of the two HYMS styles (Harvard or Vancouver, but not both!).

You will find it helpful to consult the HYMS Referencing and Plagiarism Handbook for further information about how to reference effectively. This is available on the HYMS VLE. It is important to note that if plagiarism is suspected, HYMS reserves the right to use University of York plagiarism detection software on your submitted work.

Plagiarism is a serious offence and even unintentional plagiarism can be a disciplinary matter – you must familiarise yourself with the regulations and we do require you to complete the online Academic Integrity module on Blackboard at the beginning of the programme.

## 4.6 Submitting summative assessments

Summative assessments should be submitted via the Digital Drop Box on the PGCME area of the VLE. Detailed instructions on how to submit work can be found on the VLE, with support available should you have any specific queries.

However, please note that you have only one submission attempt. Once you have pressed Submit you will not be able to change anything and you will need to contact the PGCME Programme Team if you have made a mistake. Incorrectly submitting your coursework is not an acceptable excuse for not successfully completing the submission before the deadline! Therefore it is crucial that you familiarise yourself with the VLE requirements before any submission dates.

If you need to hand in hard-copy work (for example, diary entries), you will be given instructions on how to do this. All work should include a prescribed coversheet (available on the VLE).

## 4.7 Examination and the Board of Examiners

The Programme Director and Programme Tutors will act as markers for the PGCME. Their marks must be discussed and ratified by the appropriate Board of Examiners (Postgraduate Taught Programmes), which is responsible for ensuring that assessment policies and procedures are adhered to. The membership of the Board of Examiners will be posted on the VLE.

To help ensure the quality of the programme, and in common with all other accredited programmes, the PGCME has an External Examiner, approved by the HYMS Joint Senate Committee.

The role of the External Examiner is:

- to comment on the programme structure and content.

- to comment on the standard of work achieved by students whose work has been seen.
- to raise any issues which might lead to improvements in the quality of delivery, student experience and the assessment process.
- to approve the recommendation for the award of the certificate.
- to submit a written report to HYMS and the Universities.

External examiners will be sent samples of assessed work and asked to produce written comments on the standard of work achieved. In addition, the external examiner will normally visit York or Hull once each year in order to discuss the programme with the programme team and to look at other work that has been assessed. Normally this is part of the Examination Board process. They will be offered the opportunity to meet participants on the programme during their visit if they so wish.

## 4.8 Marking procedures and indicative marking timetable

Under normal circumstances, summative work for each Module will be double marked immediately after submission. The team aims to give you your marks and feedback no later than one month after submission of assessment. Submissions will be marked anonymously as far as possible, although given the size of the cohort and the professional contexts of the material you may be identifiable even with the use of your candidate numbers rather than your name. Your tutor may or may not mark your work but care will be taken to ensure that your line managers do not.

Where markers disagree and cannot reconcile marks, your work will be third marked. A representative sample of work from the whole group, demonstrating the range of achievement, will be sent to the External Examiner in advance of the meeting of the Board of Examiners. All scripts will made available should he or she wish to see them.

After the meeting of the Board of Examiners, the marks will be ratified by the HYMS Board of Studies and the HYMS Joint Senate. Your final award mark will be released as soon as possible after the Examination Board, along with a short summary of the comments relating to your summative assessments. The likely date for this will be given on the VLE.

Please note that the time it takes to return marks and feedback for individual modules and the release date of the final award mark is subject to change, especially if unexpected circumstances arise. Timetable updates will be posted on the VLE.

## 4.9 Feedback

You will receive regular and timely feedback. This will take the form of written (online) comments by tutors, and/or the programme director on your online activity. You will be given oral and written feedback on peer observation sessions and also on drafts for summative assessments. You will receive a short summary of comments on your summative submissions at the end of the programme.

# SECTION 5 – Help and support

## IN THIS SECTION:

- 5.1 Online learning – HYMS Blackboard
- 5.2 Reading and resources
- 5.3 Tutorials and supervision
- 5.4 Independent study
- 5.5 If things go wrong...
- 5.6 And finally...



### 5.1 Online learning – HYMS Blackboard

At the induction day you will be given clear instruction in how to use the PGCME VLE site (Blackboard). To reiterate, weekly participation with the activities on the VLE is an integral and assumed part of the programme. A separate VLE guide, with screen shots, will be given to you for reference.

### 5.2 Reading and resources

We recommend that you buy the core text:

- Tim Swanwick (Ed) 'Understanding Medical Education, Evidence, Theory and Practice' Wiley Blackwell 2010.

Each week, you will find the two or three items of 'required reading' listed on the VLE along with a folder of 'supplementary reading' to enable you to pursue your interests or read in more depth on a topic. You are encouraged to read widely, although at Level 7 (Masters level) the aim is not necessarily to wade through the list of reading given by the staff team but to read and critique material that explores specific issues. Your Programme Tutor and the Programme Director are happy to guide reading if you feel it necessary or appropriate.

The general HYMS Postgraduate Taught Student Handbook outlines the library facilities (including access to electronic

resources) and your borrowing and inter-library loan entitlements. The PGCME team aims to enable online access to the majority of required readings. If you have problems accessing the electronic resources, please contact the online facilitator. We will seek to resolve problems as soon as possible.

### 5.3 Tutorials and supervision

You will be allocated a Programme Tutor for your period of PGCME registration. This will be an experienced professional who has experience of teaching at Higher Education level and has some knowledge of principles of Medical Education. Below is an indicative list of your tutor's role as it is outlined to them. It will vary according to circumstance.

#### 5.3.1 General responsibilities of Programme Tutors

PGCME tutors work together as members of the PGCME team and are accountable to the PGCME Programme Director. Tutors will have responsibility for overseeing and supporting the progress of their allocated PGCME participants and in particular are expected to support them in their efforts to meet assessment requirements. They will also be required to offer specific support in the form of peer observation in Module 1 (between October and February). A small amount of marking will also be expected.

### 5.3.2 Specific responsibilities of Programme Tutors

- i) To be an active member of the PGCME team, attending team meetings where possible.
- ii) To provide support and encouragement to the PGCME participants as necessary and as outlined in the programme handbook.
- iii) Together with the Programme Director, to monitor tutees' involvement in the VLE.
- iv) To meet with participants face-to-face or on the phone at least once during each of the three PGCME Modules.
- v) To routinely inform the PGCME Programme Director regarding participant progress using standard forms. Liaise where necessary, and within the agreed boundaries of professional confidentiality, with PGCME Programme Directors where participants are experiencing problems.
- vi) To provide advice on assignments and to comment on ONE draft assignment for each module.
- vii) To ensure participants are fully acquainted with procedures for the submission of work.
- viii) To visit participants in their teaching location in Module 1 (between October and February) and discuss tutor observation findings.
- ix) Apprise PGCME Programme Director of any pertinent issues raised by participants about the programme.
- x) To participate in an Annual Programme Review (including reading documentation and supplying any essential information relating to programme evaluation).
- xi) To act as internal marker for PGCME candidates where necessary.

### 5.4 Independent study

The PGCME is designed for busy professionals. You must adhere to a range of University regulations in order to complete the course successfully and be awarded your Certificate.

However, as far as the regulations allow, the PGCME team will aim to offer a flexible and supportive approach to assist your learning. A number of deadlines will be fixed but much of the work through the year will be based upon your independent study. You will approach this in your own way. It is critical that you talk to your Programme Tutor or the Programme Director if you experience problems.

If you find it helpful, please discuss study strategies and time management with a member of the PGCME teaching team. The team may not always be able to offer what you request but they will do their best to work with you to achieve a satisfactory end point. Please do not let all the work stack up at the end of a module as this defeats the object of signing up to a structured programme!

If you cannot complete VLE work because you are away during a particular week, please check how/if it relates to submission deadlines and ensure you complete the work either ahead of time, or in some cases in the subsequent week. Again, talk to the team if you have an issue. The Programme Team will be online very regularly and we will make our response times clear on the VLE.

### 5.5 If things go wrong...

We hope your time on the PGCME will be enjoyable and go smoothly. However, sometimes things go wrong. If they do, you should talk to your Programme Tutor or the Programme Director as soon as possible after the problem arises. It is much easier to deal with problems sooner rather than later.

Please consult the general HYMS Postgraduate Taught Student Handbook for information on:

- extensions to assignment deadlines
- what to do if you are ill
- opportunities for re-assessment
- academic integrity and misconduct
- the appeals procedure.

### 5.6 And finally...

The PGCME team wishes you all the best with your studies!



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