

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	PG Cert Teachers for Primary Care
Name and level of intermediate awards:	N/A
Awarding body/institution:	University of Westminster
Teaching Institution:	Health Education England
Status of awarding body/institution:	Recognised Body
Location of delivery:	Health Education England
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	2 years part time
QAA subject benchmarking group(s) :	Education Studies
Professional statutory or regulatory body:	N/A
Date of course validation/review:	August 2016
Date of programme specification approval:	July 2016
Valid for cohorts:	From September 2016
Course Leader:	Dr Helen Halpern
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PTPCPRM
JACS code:	X150
UKPASS code:	

Admissions requirements

General practitioners must normally have completed vocational training at least two and preferably three years before course entry and must have passed the MRCGP examination. Dentists must normally be at least three years post qualification to start the course, and have a recommendation/supporting statement from the Dental Dean to accompany the application form.

Nurses must normally have *either* 1) a community nurse-related degree *or* 2) an active interest and pre-existing involvement in teaching, with written evidence to support their ability to work at the expected level.

Other healthcare staff must normally have a first degree in their profession.

Aims of the course

This course aims to meet the broad educational needs of all prospective educators in primary and community care. It provides students with opportunities to:

- critically analyse the principles and values of education and their application
- critically reflect on their experience of teaching and learning in a community of peers, and
- apply educational skills effectively in professional practice in a primary care/community health/out of hospital setting.

Employment and further study opportunities

All students on the course are in employment in a primary or community healthcare setting. Students are likely to be practising general practitioners, nurses or allied healthcare workers. The course equips them with the requisite skills and knowledge to take on the role of a learning facilitator for other healthcare staff in similar settings.

Employment opportunities

An increasing amount of undergraduate and postgraduate healthcare education is taking place in primary and community settings. Course graduates will be equipped to facilitate one to one and group learning which need not always be limited to colleagues from their own professional background. It is likely that there will be new opportunities for educators to work within the developing Community Educator Provider Networks (CEPNs). This may require the ability to facilitate multiprofessional and interprofessional learning both within individual workplaces and in learning hubs.

It is a current requirement to hold the Postgraduate Certificate for Teachers in Primary Care (PG Cert TPC) in order to become a GP trainer in London. GPs on the course will be advised of additional workshops to support them in learning about the nuts and bolts of GP training and they are strongly advised to join a local GP Trainer workshop.

The PG Cert TPC enables practice nurses to progress in their careers towards the requirements for becoming nurse mentors and sign-off mentors. The course learning outcomes map across to the NMC requirements for these roles and nurses will be guided towards additional workshops to support this, both during and after the course.

A number of past students from the PG Cert TPC course have subsequently gone on to teach on the course itself and/or on the Introduction to Teaching in Primary Care course (ITTPC) and to take on other educational leadership roles.

Opportunities for further study

Graduates of the PG Cert TPC course may use their credits from the University of Westminster as the basis for an application for accreditation of prior learning at a number of universities, allowing them to progress to Diploma and Masters awards, notably in Clinical Education.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding Specific skills

Successful students will be able to:

1. Critically analyse their preparation for facilitating learning in their working context especially in times of uncertainty, complexity and a rapidly changing healthcare system
2. Critically analyse their preparation for facilitating learning in their working context especially in times of uncertainty, complexity and a rapidly changing healthcare system
3. Critically analyse and appraise relevant education literature
4. Critically reflect on their educational practice including any feedback received
5. Identify and manage challenges in their teaching and learning
6. Carry out an effective learning needs assessment
7. Apply a range of teaching methods for small group learning
8. Facilitate and manage active participation in learning
9. Evaluate learning and the effectiveness of their teaching
10. Critically reflect and evaluate the major influences on their development as an educator
11. Integrate theory with practice

Key transferable skills

- Supervise the learning of healthcare staff in a one-to-one primary care or community based context
- Lead small group educational workshops
- Develop learning in primary care organisations
- Adapt to changing conditions and circumstances
- Communicate information effectively
- Critically analyse a body of knowledge
- Make use of the best available educational research and theory
- Critically reflect on their healthcare practice

Learning, teaching and assessment methods

Learning

This is a practice-based course and you will be encouraged to bring in ideas, experiences, questions and issues from your workplace to discuss on the course days. There will be many opportunities to note and reflect on professional issues as they arise. In addition to the basic curriculum there is an element of negotiation about what topics are covered so that individual and group learning needs can be addressed.

The course takes a broadly social constructionist¹ approach to facilitating learning. To put this simply, the course leaders do not see themselves as experts pouring knowledge into participants, but as guides in the process of seeking out new meanings and understandings in a dynamic process of discovery. You will be encouraged to develop your own curiosity and to take a critical approach to learning. We hope that a questioning stance will help you to make sense of and adapt to the rapidly changing context of healthcare education. None of us knows what the future holds, but we feel sure that you will be better prepared to meet its challenges if you become comfortable with improvising and responding to the needs of learners, and with seeing uncertainty as a source of creative challenge.

The course tutors aim to model an approach to facilitating learning that deeply respects, trusts, and believes in people. We aim to offer a high level of both challenge and support and to create an environment in which you will feel safe enough to take risks and be willing to make mistakes in order to learn. There is a reciprocal process of feedback between you, your fellow students, tutors and assessors. By working in partnership, we encourage you to challenge assumptions and to explore differences.

Teaching

Our teaching methods vary. In order to be consistent with our aim of facilitating learning, we encourage active involvement from everyone, particularly valuing experiential learning and reflective practice. We hope to signpost the thought processes behind our choice of teaching methods in various contexts. We encourage constructive feedback to each other and seek feedback on both content and process for our own development.

In addition to sessions in a large group you will be part of a small group, facilitated by one of the tutors. The membership of this small group will be as consistent as possible over the course, although some students may leave or join the group in each module.

In order to prepare for the future we nurture a critical stance. What have you noticed? What do you think? How can you justify the critical comments that you have? We encourage you to think about the foundations of your own assumptions and to ask yourself questions. We explore process as well as content so that individuals can examine the choices that they make, and explore contradictions, tensions and possibilities. We prefer to consider the gains and losses of different possibilities rather than take positions of “right” or “wrong”.

We encourage you to join the communities of practice that exist in your local area and participate in facilitation of learning with your own learners.

We are committed to easing you into the practicalities of facilitating learning. As the course develops more of the delivery will be handed over to you, the learners, with support from the tutors. The aim is that by the end of the course you should feel as confident and prepared as possible to take on a community educator role, with patient safety, as ever, being our priority.

We use a spiral curriculum for this course, which means that the course themes are revisited throughout the modules to develop ideas in more complex ways and to build on your learning.

The course takes a learner-centred approach. This means that you have a responsibility to consider your own learning needs in conjunction with the tutors so that sessions can be tailored to address these needs as far as possible. There is also an expectation that you will come prepared for each session. It is envisaged that you will need to do at least two days' work in between the face to face days. This may involve a mixture of critical reading, writing, reflecting, trying out some teaching skills and videoing your work. You are also encouraged to maintain links with your tutor group between the course days via electronic discussion groups within the Blackboard virtual learning environment (VLE) and to develop networks

¹Cruikshank defines social constructionism as 'a relativist epistemology, which holds that all knowledge is relative to one's location within a set of social norms. This relativism motivates a radical scepticism towards all knowledge claims, especially from agents in authoritative roles, such as professionals, because social norms are taken to be imbued with power...'. Cruikshank, J (2012) Positioning positivism, critical realism and social constructionism in the health sciences: a philosophical orientation, *Nursing Inquiry* 19(1), 71-82.

with relevant communities of practice outside the course. Some of these activities will be documented in a learning portfolio which you are expected to maintain throughout the course.

Assessment

You will be assessed through writing two reflective assignments about your teaching and facilitation of learning and practically through undertaking a teaching session in a small group.

Course structure

This section shows the core and option modules available as part of the course and their credit value.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7PROF004W	How do we learn?	Core	20	10
7PROF001W	What do we teach and how do we assess learning?	Core	20	10
7PROF002W	How do we prepare for an uncertain future?	Core	20	10

Award of **Postgraduate Certificate** available

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

Course Specific Regulations

Students must attend regularly. Any student who is absent from their studies without authorisation or good reason for a period of more than 2 course days out of the 3 course modules, may be deemed to have withdrawn from their course and, at the discretion of the Faculty Registrar, may, provided that notice and an opportunity for the student to make representations has been given, have their enrolment terminated.

How will you be supported in your studies?

Course Management

The Course is financed and managed by the Multiprofessional Faculty Development Department which is part of the Health Education England London Professional Development Department. The Course Leader is Dr Helen Halpern. Each cohort of students learn with a specific team of tutors, with a tutor lead for each. The Spring Cohort is led by Dr Lisa Miller and the Autumn Cohort by Dr Marek Jezierski.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students² can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2016. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module

² Students enrolled at Collaborative partners may have differing access due to licence agreements.

is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

For more information about this course: Please contact
facultdevelopment@nwl.hee.nhs.uk

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

Copyright of University of Westminster 2017 ©