

STAFFORDSHIRE UNIVERSITY LEARNING AGREEMENT

This form should be only be completed after you have read the Negotiating your Learning Agreement Module Handbook, and you should keep that document to hand for cross reference purposes. You should also read the Appendix to this document which gives guidance on using the tables in this form.

Section 1 - Introducing Yourself

Although this section is designed to help your Account manager to understand your ideas you should note that it will be automatically deleted when you decide to submit your learning agreement for assessment and will only reappear after your agreement has been assessed and approved. This is to ensure conformity with university policy on anonymous marking.

Name	XXXXXXXXXXXX
Registration Number	XXXXXXXXXXXX
Date of Initial Registration	10 th May 2005
Registered Special Educational Needs	None

Planned Award	Postgraduate Certificate / Diploma / Master's Degree (delete as appropriate)
Current Employment Position (if any)	XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Date of Submission for Assessment	31 July 2005 for learning agreement Submit work for diploma by Diploma by 31 January 2006 31 December 2006 for Masters dissertation
Decision of Flexible Examination Board	
Date of Submission of Revised Plan	
Decision of Examination Board	

Proposed Award Title

Enter your proposed final qualification e.g. MA in "X" by negotiated learning

Award Title: MSc in xxxxxxxxxxxx by Negotiated Learning
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1.1 Your Study Proposals

Diagrammatic representation of Programme of Study

Print out this page and for each stage of study you are undertaking sub-divide the boxes below and include the module and the title and number of credits. Each sub-division in the diagram should be drawn proportional to the credit volume of the module. For each module please indicate if core, ISM or existing approved module. The completed diagram should then be posted to your Award Tutor.
For example:

Postgraduate Certificate			
Module A	Module B	Module C	Module D
15 credits	15 credits	15 credits	15 credits

Postgraduate Certificate
Advanced Standing Postgraduate Certificate in Medical Education Staffordshire University Awarded 2003

Postgraduate Diploma		
Negotiate Your Learning Agreement 15 Credits	ISM – The educational foundations for e-learning 30 Credits	Reflective Practice 15 Credits

Masters Stage	
ISM – Evaluating rural week in Whyalla (this will be approached through an APEL Claim Postgraduate Award in Medical Education Warwick University Medical School Awarded 2004) 15 Credits	Work Based Project 45 Credits

Section 2 - Rationale and Academic Coherence

Provide an account of the rationale for your programme of study in 2000 to 2500 words. Amongst the issues you might include are:

- *Your personal aims and objective in undertaking the programme of study,*
- *The rationale for your choice of modules playing particular attention to their interrelationships and academic coherence,*
- *The nature of any proposed project or dissertation, and*
- *Your choice of learning strategies and the timetable of implementation.*

2499 words

Introduction

The introduction of the NHS Plan in April 2004 contractually obliged me, along with all doctors, to take part in annual appraisals of my clinical work (Department of Health, 2000). I saw this as an opportunity to reconsider my own approach to learning and development, and was keen to use the process constructively to improve outcomes for my students and patients (appraisal as constructive dialogue, occurring as part of a formal, structured opportunity to reflect on my work and to consider how my effectiveness might be improved (Department of Health, 2005c). Prior to April 2004, my own learning was largely opportunistic and unplanned. Appraisal provided me with the impetus to begin to plan my learning, building on the results of reflections on the effectiveness of my current practice (going through the Kolb experiential learning cycle (Kolb & Fry, 1975)). The master's programme in medical education by negotiated learning contributes to this process, facilitating the development of my skills in reflection, communication, critical appraisal, analysis and research. The development of these skills will prepare me for my future as a senior educationalist and clinician; and enable me to identify, plan and carry out personal and professional development throughout my career.

For Mohanna (Mohanna, 2005), planned formative review of continuing professional development can improve the ability of professionals to:-

- Critically reflect upon their practice in both education and clinician
- Identify and further develop the communication skills required to be an effective educator and clinician
- Demonstrate a commitment to self-development

In nursing, Driscoll and Teh (Driscoll & Teh, 2001) have suggested similar ideas, noting that reflection enables practitioners to become more self aware of the contradictions that exist between how they would like to practice and how they work in reality. Their emphasis upon individual development could be criticised, as they miss out the importance of group and social development in learning (Lewin, 1948) and on the learning environment as a mediator from change (Diekelmann & Mendias, 2005). They are useful for my own development, though, suggesting areas for change. Carper (1978) noted four main areas that had to be addressed if nurses were to effectively improve their knowledge so that it made a difference to their practice, that seem to be appropriate to the development of my own understanding of educational theory:

- (A) Empirical: technical, factual or scientific knowledge often developed through research
- (B) Aesthetic: subjective knowledge gained through unique and particular situations
- (C) Personal: knowledge that an individual brings to the situation often based on prior personal experience
- (D) Ethical: knowledge based on one's own values and understandings about what is right or wrong or ought to be done in particular situations

The plan for learning I have presented for the Masters by negotiated learning is designed to address each of these areas through the University's eight generic learning outcomes and an emphasis application in my work.

A change of educational perspective: moving from traditional didactic training to more fluid interactive learning experiences

After didactic training as a medical student and junior doctor, it wasn't until I worked for a year as a Lecturer in Australia that I realised the importance of reflecting upon knowledge I gained to form a cyclical learning model for myself that could be used to help me to keep up-to-date with advances in medicine and to effectively apply the evidence into my own practice.

During this experience as a teacher in Australia, I discovered that both educators and learners go through a process of discovery during the educational process. I approached a number of introductory tutorials intending to deliver a set amount of information, but soon discovered that it was difficult to maintain learners' interest through this approach. This was mainly because the learner group could not immediately understand the relevance of the information I imparted. I found that my learners required considerable help developing a structured way to think about that information in order to achieve their goals. My main role in these sessions quickly became the provider of that structure and then to act as a source of experience they could access through questioning.

Understanding variation in my learners and patients

During my time in Southampton, I was involved in quantitative and qualitative research on the treatment of depression in primary care. This broadened my understanding of the roles of different research methodologies in exploring clinical and educational questions. The work involved exploring patients' perspectives of their illness and treatment. This led to the realisation that my patients held a wide range of opinions about their illnesses and treatment, and that these views were related to their own backgrounds and concerns, often differing from my own perspective markedly. Since I conducted this research, I have realised that similar differences of perspective exist in a wide variety of circumstances in which I teach.

This fed into my evolving understanding of learning styles towards a more flexible interpretation of learning based on each individual's needs and wants rather than a paternalistic view that seeks to use learning style theory to improve my ability to bring learners around to my point of view. Although criticised for categorically describing longitudinal factors, I found Honey and

Mumford's model helpful (Honey & Mumford, 2002) in highlighting the differences between learners in my classes and between learners and myself as their teacher. My own style is highly theoretico-reflective, suggesting that I should put my efforts into ensuring I meet the needs of active learners as this might not come naturally to me.

Developing critical analysis skills

An important part of my personal learning occurred whilst I wrote drafts for my thesis and papers for publication. This work involved critical analysis and application of the literature to the clinical or educational context. I found such analysis hard at first, though over time my appreciation of the differences in views between authors has developed. The checklist approach to critical analysis found in much of the medical literature limited my initial learning in this area. I now understand the importance of comparing ideas and their applicability to the developing understanding and to the situations in which I would like to practically apply the lessons learnt (Rolfe, 2005).

The rhetoric of much health education includes critical review but the educational practice still encourages the learner to listen carefully and take on board without question the lessons taught by the expert (for example, in the BMJ, "the tried and tested method of apprenticeship by learning the Lichtenstein repair at the operating table under the supervision of the junior reviewer" (Carlson, 1997)). It is also seen in books written on the subject. In his book, Simon Sinclair describes the rites of passage for doctors, where recruits in medical school take part in rituals and acquire attitudes that are considered acceptable to the profession (Sinclair, 1997).

I have found that, in my educational practice, learners present complex problems that can not simply be explained in educational terms but draw on personal and professional issues and understandings, and their motivation to learn is similarly based on a complex milieu of personal, political and social needs and wants. These negotiated master's proposals have given me an opportunity to explore this area further, and in the fourth learning outcome of my masters by negotiated learning, I have decided to explore how to evaluate incomplete data from multiple sources.

Previous educational training (Advanced Standing claim & APEL)

I have completed the postgraduate certificate in medical education at Staffordshire University and the postgraduate award in medical education in Warwick University. I am bringing this study into the negotiated master's award as advanced standing. It covered areas of learning styles, core learning theory around experiential learning and its application to practice in medicine and education (the Warwick course concentrated upon applying this learning to the clinical supervisory context whilst the Staffordshire University course explored other areas of learning and teaching in primary care). I intend to build on this initial work in the Masters by negotiated learning, by applying the theory to my own practice in Staffordshire University and clinical work.

Priorities in healthcare education

My roles particularly cover areas within health and social care education. Recent government statements have emphasised priorities in e-learning (Department of Health, 2005a) and flexible educational opportunities for our key audience in Health and Social Care. By June 2003 all NHS Trusts and employer organisations had plans in place to develop five year local e-learning strategies. The development of e-learning policy is partly informed by the NHS Ufl/Learn Direct project, which tested the Ufl Learndirect model of e-learning and the Learndirect portfolio of learning products across 16 NHS organisations. These initiatives have been directed at professional groups who traditionally have poor access to learning opportunities and have covered basic skills and supported NVQ developments. However, the developments also fit in with the governments support for a flexible learning agenda for all staff (see for example (Department of Health, 2005b)), and it seems clear that the government agenda is to introduce flexible learning opportunities through e-learning in the workplace for all NHS and social care staff – our key audience in the School of Nursing and Centre for Health Policy and Practice.

Interest in these modalities of learning have increased dramatically in the professional community outside of the university with a range of on-line systems now available (e.g. www.doctors.net and www.bmjlearning.com). Although many authors have reviewed the opportunities available for improving education using this type of learning, others have pointed out associated risks. This learning agreement, therefore, prioritises these areas, as well as covering, in the advanced standing, fundamental educational skills that are appropriate to all my areas of work.

An ISM in e-learning

There is a strong incentive to introduce flexible learning into health care (Department of health, 2005). In my other roles in the University, I lead on the introduction of the negotiated master's programme within the Faculty of Health and Sciences, and have responsibility for reviewing e-learning in health courses. Wutoh et al (Wutoh, Boren, & Balas, 2004) have expressed positive views about the introduction of new modes of delivery including e-learning. However, improvements in such courses usually depend on how well the course was organised prior to the introduction of the new mode of delivery. Different groups of learners cannot be directly compared with each other, making evaluation of the effect of their introduction difficult, although attempts have been made (Blake, Norman, Keane, Mueller, Cunnington, & Didyk, 1996). Such considerations are directly relevant to our Faculty and to my own roles within it, and should inform our own course development. In my ISM, I intend to explore barriers and benefits of e-learning in more detail.

There is increased demand for e-learning opportunities in order that professionals may continue their studies at home and in the workplace, if they are unable to get time off to attend courses in the university. In addition, the needs of these learners are often unique to their particular professional working environment. The learners' incentive for this is largely related to convenience and choice rather than perceptions of quality. In my study I am keen to learn about aspects of such learning that improves the learning experience and retention of information and ability to analyse and apply to personal practice, and to better understand the barriers to progression or

successful outcome experienced by learners in order that I can improve their ability to overcome these barriers as these new modes of delivery are introduced, and I see this negotiated master's course as an opportunity for me to address these areas. My intention is to improve my understanding of the benefits and risks of e-learning and to improve my ability to address these areas within my practice, both in the university and in general practice.

Core modules

The Negotiating your learning agreement module defines the pathway for the remainder of my studies on this course, and involves considerable reflection on my previous personal and professional learning. It will enhance my skills in these areas and teach me to integrate this reflection with an analysis of the needs of my organisation in order to develop an appropriate plan for my future development. These skills will also enhance my ability to construct and analyse courses in development – an essential skill for my work as a learner supervisor on the Masters by negotiated learning and for other awards I am involved in developing. The process will improve my understanding of learning outcomes and how these fit together to make a coherent and effective programme of study.

Reflection is a fundamental skill for all Masters level study and particularly so for the Masters by negotiated learning. This reflective practice module will improve my reflective skills and provide an opportunity for me to learn together with other professionals in face-to-face sessions, further enhancing my appreciation of the learner perspective on this award. The ability to continually and effectively reflect upon one's work in order to learn lessons for future practice is of vital importance in my clinical work – and forms the basis for the newly introduced appraisal process in medicine that all doctors (including myself) need to participate in once a year.

Dissertation

Part of the appraisal process involves review of the role of career progression in the attainment of personal and professional goals. For an educator delivering appraisal, this involves demonstrating the personal competencies that will allow colleagues in education and clinical care to carry out such a review effectively.

This research will explore the competencies that professionals require from their careers advisors in general practice. It will build on the results of a recent survey of General Practitioners in Shropshire and Staffordshire in the UK. Respondents experienced difficulty accessing formal careers support. Instead, the majority sought help from informal sources (Thornett, Cobb, Chambers, & Mohanna, In press). There is a dearth of individualised information, guidance and counselling resources for career development of doctors and other health professionals (British Medical Association, 2004; Bullock & Field, 2004; Chambers, 1997), although there is increasing availability of generic advice and information (Chambers, In press).

This research will improve my own understanding of the role of qualitative research in an educational context, and further improve my qualitative

research skills and critical analysis skills during the time I spend writing up the dissertation.

Conclusion

In my work for the university, I have a number of roles covering face-to-face education and new modalities and routes for the delivery of education for health professionals. In addition, my clinical work involves a further set of educational roles for patients, carers and colleague professionals at the coalface of practice. This master's award seeks to provide me with a broad understanding of the educational theory behind some of these aspects of my practice as an educator and to improve the range of skills available to me so that I can improve the educational experience for my learners.

The subject matter of the learning agreement covers medical education, and the award will further my understanding of this subject and improve my ability to deliver effective educational interventions for all levels of students.

References

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Section 3 – Detailed Proposals

3.1 Award Outcomes

Enter a minimum of 8 and a maximum of 10 statements in the format of;

On completion of my learning agreement, I will be able to:
(1) Develop a systematic understanding of contemporary literature, policies and procedures in medical education to underpin my professional practice. (Knowledge & Understanding)
(2) Demonstrate critical self-awareness in the continuous identification of personal and professional development needs within medical education, and employ appropriate independent learning skills. (Learning)
(3) Evaluate and critique qualitative and quantitative research evidence and the methodologies subscribed to in medical education. (Enquiry)
(4) Demonstrate a critical awareness and evaluation of the current evidence base for medical education provision and/or delivery in both individual teaching situations and in the design and development of large group teaching activities. (Analysis)
(5) Evaluate incomplete data from multiple sources to make appropriate decisions about the way in which I deliver education to health professionals, appreciating the need to address different learning styles and educational needs. (Problem Solving)
(6) Communicate best practice in the provision and/or delivery of medical education to colleagues and clients. (Communication)
(7) Apply knowledge, make sound judgements and disseminate evidence relating to medical education. (Application)
(8) Demonstrate the qualities and transferable skills necessary in order to be able to take personal responsibility in addressing problems in the provision and/or delivery of care of education to health care professionals. (Reflection)
(9) Examine and interpret specialist ideas, concepts and principles, apply these to clinical practice as a health professional, and communicate my understanding to specialist and non-specialist audiences (Communication)

3.2 Previous Learning and Experience

Advanced Standing

If you believe that you are able to sustain a claim of advanced standing in relation to earlier Postgraduate qualifications which you have completed you should complete the box below.

Name of Qualification	Awarding Body	Date of Completion	Volume of Credits claimed in your Learning Agreement
Postgraduate Certificate in Medical Education	Staffordshire University	June 2003	60 M Level Credits

Accreditation of Prior Learning and Experience

Name of Qualification	Awarding Body	Date of Completion	Volume of Credits claimed in your Learning Agreement
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Postgraduate Award in Medical Education	Warwick University	Awarded July 2005	15 M Level Credits (the module itself was 20 M level credits)
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3.3 Certificate Stage – Negotiated Modules (Modules already validated)

Not applicable – advanced standing

3.4 Diploma Stage

Module Title	Module Code	Credit	Faculty Provider	Proposed date of Start	Proposed date of Completion
Negotiating Your Learning Agreement		15	Staffordshire University	April 2004	April 2005
Learning outcomes					
<ul style="list-style-type: none"> ▪ Define the aims and outcomes of your own Postgraduate Diploma or Masters Degree. (Award Learning Outcomes 2, 8) ▪ Identify relevant learning from your own experience as well as modules from the University's provision. (Award Learning Outcomes 2, 8) ▪ Identify learning that you may be able to undertake for yourself. (Award Learning Outcomes 2, 8) ▪ Create an independent Learning Agreement which defines your own plan of study and whose successful assessment leads to the award of Postgraduate Diploma or Masters Degree of the University. (Award Learning Outcomes 2, 8) ▪ Articulate the academic coherence and rationale of your pathway of study. (Award Learning Outcomes 6) 					

* Enter A.D.I. for the Modules: Negotiating your Learning Agreement, Reflective Practice and "Project Based Change"

Module Title	Module Code	Credit	Faculty Provider	Proposed date of Start	Proposed date of Completion
Reflective Practice		15	ADI	May 2005	August 2005
Learning outcomes					
<ul style="list-style-type: none"> ▪ Evaluate the impact of critical reflection using current research on my own learning within a designated practice and recognise future action to develop my practice. (Award Learning Outcomes 4) ▪ Engage in collaborative (with tutor and peers) discourse on reflective practice, meaningfully exploring the relationships and tensions between actual and potential practice changes. (Award Learning Outcomes 6) ▪ Integrate within a designated practice, reflection on practice and practice as a form of action, thereby focussing on reflection as doing. (Award Learning Outcomes 7) 					

Independent Study Modules

Title	Credit	Form of assessment	Proposed date of Start	Proposed date of Completion
The educational foundations for e-learning	30	Report	August 2005	December 2005
Learning outcomes				

- Explore and critically discuss the role of the elearning environments in the provision of education in higher education **(Award Learning Outcomes 5, 7)**
- Demonstrate self-direction and act autonomously in planning and implementing my work in elearning. **(Award Learning Outcomes 8)**
- It will be written in a style that effectively communicates best practice in the provision and/or delivery of health and social care education via the digital environment to colleagues and clients **(Award Learning Outcome 6)**

3.5 Masters Stage

Independent Study Modules

Title	Credit	Form of assessment	Proposed date of	
			Start	Completion
Evaluating rural week in Whyalla	15	Report	August 2005	December 2005
Learning outcomes				
<ul style="list-style-type: none"> ▪ Discuss authoritatively the complex issues underlying the processes of teaching, learning, assessment and evaluation as they apply to clinical practice (Award Learning Outcome 5) ▪ Develop and evaluate appropriate educational activities for health care professionals (Award Learning Outcome 6) ▪ Design effective assessment systems and use appropriate assessment tools (Award Learning Outcome 7) ▪ Demonstrate a critical awareness and evaluation of the current evidence base for medical education provision in the design and development of large group teaching activities as it applies to rural education. (Award Learning Outcome 4) 				

Work-based learning project

Module Title	Module Code	Credit	Faculty Provider	Proposed date of Start	Proposed date of Completion
Work Based Project		45	Staffordshire University	January 2005	December 2006 (depending upon ethics approval may take longer)
Learning outcomes					
<ul style="list-style-type: none"> ▪ Critically evaluate the findings in relation to advancing medical education. (Award Learning Outcomes 4) ▪ Demonstrate intellectual and academic rigour in respect of research method. (Award Learning Outcomes 1) ▪ Plan, organise and enact a piece of research into a topic related to medical education. (Award Learning Outcomes 1, 2, 3, 4, 7) ▪ Reflect critically on the processes involved in preparing for, and conducting research. (Award Learning Outcomes 4) 					

Section 4**Mapping of Modular learning outcomes onto Award Outcomes**

Staffordshire University Postgraduate Outcomes	Award Learning Outcomes	Module Learning Outcomes
Knowledge & Understanding	(1) Develop a systematic understanding of contemporary literature, policies and procedures in medical education to underpin my professional practice.	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Knowledge of the principles of learning and the role of the teacher ▪ Knowledge of the educational cycle and an understanding of its application ▪ Ability to set effective educational objectives ▪ Knowledge of different learning strategies and ability to match their use with educational objectives ▪ Appropriate selection and effective use of teaching methods <p>Work Based Project</p> <ul style="list-style-type: none"> ▪ Demonstrate intellectual and academic rigour in respect of research method. ▪ Plan, organise and enact a piece of research into a topic related to medical education.
Learning	(2) Demonstrate critical self-awareness in the continuous identification of personal and professional development needs within medical education, and employ appropriate independent learning skills.	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ To know the difference between appraisal and assessment the purpose of each ▪ A basic understanding of the different roles of a clinical teacher educational supervisor, teacher of specialist subjects, career advisor; their implications and the potential for conflict with concurrently being a line manager ▪ An understanding of how providing pastoral support may be combined with the multiple roles of a teacher in the clinical setting; and common problems that may arise ▪ An understanding of the meaning of performance, how it may be measured ▪ Familiarity with the evidence base for measurement of performance, help tactics

		<p>and motivation of under-performing students</p> <ul style="list-style-type: none"> ▪ Enhanced effectiveness of teaching and learner satisfaction with the student/teacher <p>Negotiate Your Learning Agreement</p> <ul style="list-style-type: none"> ▪ Define the aims and outcomes of your own Postgraduate Diploma or Masters Degree ▪ Identify relevant learning from your own experience as well as modules from the university's provision. ▪ Identify learning that you may be able to undertake for yourself. ▪ Create an independent learning agreement which defines your own plan of study and whose successful assessment leads to the award of Postgraduate diploma or Masters Degree of the University. <p>Work Based Project</p> <ul style="list-style-type: none"> ▪ Plan, organise and enact a piece of research into a topic related to medical education.
Enquiry	(3) Evaluate and critique qualitative and quantitative research evidence and the methodologies used in medical education.	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Development of a model that shapes your approach to teaching according to the responsibility and professional relationship you have for the learner, that includes appropriate selection and effective use of teaching methods according to your objectives and the learners' requirements ▪ Development of a model of how you may handle under-performance in students for whom you are the clinical teacher; and an understanding of your responsibilities as a fellow health professional to ensure the safety of patients ▪ Understanding of the value of video recording of performance as an evaluation tool <p>Work Based Project</p> <ul style="list-style-type: none"> ▪ Plan, organise and enact a piece of research into a topic related to medical education.
Analysis	(4) Demonstrate a critical awareness and evaluation of the current evidence	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Critical analysis of your own and other's learning styles. ▪ Development of a model for evaluation of teaching that will enable future reflection,

	<p>base for medical education provision and/or delivery.</p>	<p>record achievement and highlight areas for improvement.</p> <ul style="list-style-type: none"> ▪ Appropriate selection and effective use of teaching methods. <p>APEL/ISM – PGA in Medical Education</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness and evaluation of current evidence base for medical education provision in the design and development of large group teaching activities as it applies to rural education. <p>Reflective Practice</p> <ul style="list-style-type: none"> ▪ Evaluate the impact of critical reflection using current research on my own learning within a designated practice and recognise future action to develop my practice. <p>Work Based Project</p> <ul style="list-style-type: none"> ▪ Critically evaluate the findings in relation to advancing medical education. ▪ Plan, organise and enact a piece of research into a topic related to medical education. ▪ Reflect critically on the processes involved in preparing for, and conducting research.
<p>Problem Solving</p>	<p>(5) Evaluate incomplete data from multiple sources to make appropriate decisions about the way in which I deliver education to health professionals, appreciating the need to address different learning styles and educational needs.</p>	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Development of a model that shapes your approach to teaching according to the responsibility and professional relationship you have for the learner, that includes appropriate selection and effective use of teaching methods according to your objectives and the learners’ requirements. ▪ Development of a model of how you may handle under-performance in students for whom you are the clinical teacher; and an understanding of your responsibilities as a fellow health professional to ensure the safety of patients. ▪ Incorporation of learners’ requirements into teaching. <p>APEL/ISM – PGA in Medical Education</p> <ul style="list-style-type: none"> • The ability to devise effective assessment systems and use appropriate assessment tools <p>ISM- The educational foundations of e-learning</p> <ul style="list-style-type: none"> ▪ Explore and critically discuss the role of elearning environments in the provision of

		education in higher education.
Communication	<p>(6) Communicate best practice in the provision and/or delivery of medical education to colleagues and clients.</p> <p>(9) Examine and interpret specialist ideas, concepts and principles, apply these to clinical practice as a health professional, and communicate my understanding to specialist and non-specialist audiences.</p>	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Ability to give effective feedback. ▪ <i>The Observation and Reflection on Teaching Practice module in particular tests these skills and understanding through expert review of my teaching in practice – the following learning outcomes are covered:</i> <ul style="list-style-type: none"> ○ Appropriate selection and effective use of teaching methods ○ Incorporation of learners requirements into teaching ○ Enhanced effectiveness of teaching and learner satisfaction with the student/teacher <p>APEL/ISM – PGA in Medical Education</p> <ul style="list-style-type: none"> • Develop and evaluate appropriate educational activities for health care professionals. <p>Negotiate Your Learning Agreement</p> <ul style="list-style-type: none"> ▪ Articulate the academic coherence & rationale of your pathway of study. <p>Reflective Practice</p> <ul style="list-style-type: none"> ▪ Engage in collaborative (with tutor and peers) discourse on reflective practice, meaningfully exploring the relationships and tensions between actual and potential practice changes. <p>ISM- The educational foundations of e-learning</p> <ul style="list-style-type: none"> ▪ Communicate best practice in the provision and/or delivery of health and social care education via the digital environment to colleagues and clients.
Application	<p>(7) Apply knowledge, make sound judgements and disseminate evidence relating to medical education.</p>	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Knowledge of the educational cycle and an understanding of its application. <p>APEL/ISM – PGA in Medical Education</p> <ul style="list-style-type: none"> • Design effective assessment systems and use appropriate assessment tools.. <p>Reflective Practice</p> <ul style="list-style-type: none"> ▪ Integrate within a designated practice, reflection on practice and practice as a form

		<p>of action, thereby focussing on reflection as doing.</p> <p>ISM- The educational foundations of e-learning</p> <ul style="list-style-type: none"> ▪ Explore and critically discuss the role of elearning environments in the provision of education in higher education. <p>Work Based Project</p> <ul style="list-style-type: none"> ▪ Plan, organise and enact a piece of research into a topic related to medical education.
Reflection	(8) Demonstrate the qualities and transferable skills necessary in order to be able to take personal responsibility in addressing problems in the provision and/or delivery of care of education to health care professionals.	<p>Advanced Standing – PgC in Medical Education</p> <ul style="list-style-type: none"> ▪ Critical analysis of your own and other’s learning styles. ▪ Development of a model for evaluation of teaching, that will enable future reflection, record achievement and highlight areas for improvement. <p>Negotiate Your Learning Agreement</p> <ul style="list-style-type: none"> ▪ Define the aims and outcomes of your own Postgraduate Diploma or Masters Degree. ▪ Identify relevant learning from your own experience as well as modules from the University’s provision. ▪ Identify learning that you may be able to undertake for yourself. ▪ Create an independent learning agreement which defines your own plan of study and whose successful assessment leads to the award of Postgraduate diploma or Masters Degree of the University. <p>ISM- The educational foundations of e-learning</p> <ul style="list-style-type: none"> ▪ Demonstrate self-direction and act autonomously in planning and implementing my work in elearning.

Section 5

5.1 Faculty approval

5.2 University approval

Chair of University Negotiated Learning Committee