MS949-30 Enhancing Educational Practice in Health Professions Education

26/27

Department
Warwick Medical School
Level
Taught Postgraduate Level
Module leader
Catherine Bennett
Credit value
30
Module duration
13 weeks
Assessment
100% coursework
Study locations
University of Warwick main campus, Coventry Primary
Distance or Online Delivery

Description

Introductory description

This module has been designed to enable participants to further develop as an educator through evaluation of their current practice. It builds on the Foundations of Health Professions Education module, extending students' thinking about learning and teaching beyond an individual's practice through consideration of organisational, systems and societal contributions to effective health professions education to benefit patient care.

Module aims

The aim of this module is to explore individual, organisational and societal issues contributing to effective health professions education. We will explore critical factors for creating inclusive and enabling learning environments and assessing learning. We will consider the importance of wellbeing and managing learners and teams. We will also explore the role of educational leadership and educational governance in healthcare education contexts.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Principles for developing & delivering inclusive and accessible, people-centred health professions education.
- Fair & equitable recruitment and selection.
- Using technology to enhance learning and teaching, for example through effective use of simulation, AI and current digital education practice.
- Wellbeing in health professions education.
- The roles of educational, pastoral and professional support and managing poor performance.
- Selection of relevant assessment methods for clinical and non-clinical contexts.
- Item construction and standard setting for effective assessment.
- Developing learners' assessment literacy.
- Introduction to principles and theories of leadership in health professions education contexts.
- Roles & responsibilities of PSRBs.
- Educational governance in health professions education contexts.

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a critical awareness of developing inclusive, safe, effective and enabling learning environments.
- Critically analyse the role of technology in enhancing learning and educational practice.
- Demonstrate critical awareness of effective educational support, wellbeing needs, and managing poor performance challenges in learners and/or teams in health professions education settings.
- Demonstrate the ability to holistically critique health professions assessment practices including authenticity, item construction and determination of standards.
- Demonstrate the application of leadership theory to delivery of a health professions education initiative or change.
- Apply principles of educational governance to enhance quality assurance in a health professions education context.

Interdisciplinary

Health professions education is by nature interdisciplinary, drawing together learning theory, psychology, ethics, different professions contributing to healthcare, sub-specialty approaches in medicine etc. Learners will come from different disciplinary and professional backgrounds and sharing of experiences to seek transferable solutions to problems is inherent in module design.

Subject specific skills

- Application of theory and literature to health professions education.

- Critical understanding of creating inclusive and enabling learning environments.
- Application of learning technologies to enhance learning.
- Critical awareness of wellbeing, supporting and managing learners and teams.
- Sound understanding of health professions assessment practices.
- Sound understanding of educational leadership, educational governance and quality assurance for health professions education.

Transferable skills

- Adaptability / Flexibility
- Communication – written and oral
- Critical thinking
- Digital literacy
- Ethical values
- Independence and initiative
- Information literacy
- Intercultural awareness
- Numeracy
- Organisation & time management
- Organisational awareness
- Problem solving
- Professionalism
- Self awareness
- Teamwork
- Use of tools and technology.

Study

Study time

Type	Required	Optional
Tutorials	24 sessions of 1 hour 30 minutes (12%)	
Online learning (scheduled sessions)	(0%)	4 sessions of 30 minutes
Online learning (independent)	12 sessions of 1 hour (4%)	
Private study	152 hours (51%)	
Assessment	100 hours (33%)	
Total	300 hours	

Private study description

After completing the taught days and set learning activities, students will be guided to follow up on module topics as they apply to their own teaching contexts. Through reading and application in the workplace, they will explore relevant healthcare education tools, theories and topics to enhance their own educational practice.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
A development using educational technology to enhance learning	20%	20 hours	No
Develop and present a use of educational technology to enhance learning (10 minute presentation with 5 minutes questions)			
Reassessment component is the same			
Assessment component			
Educational Portfolio Part 1	15%	15 hours	Yes (extension)
During the module, you will develop a portfolio of your educational practice. The first submission is: A – Design of a learner assessment. By the end of the module, you will have completed all the portfolio items. The portfolio is submitted in two parts to enable feedback on the first submission to inform the final submission. Portfolios will be in the form of evidence of teaching practice, supported by reflective written accounts integrating educational theory and literature. As such, they will be suitable for submission as Word/pdf documents.			

	Weighting	Study time	Eligible for self-certification

Reassessment component is the same

Assessment component

Educational Portfolio Part 2	65%	65 hours	Yes (extension)

During the module, you will develop a portfolio of your educational practice. The second submission includes the following components:

B - Teaching observation (as observer).
C – Case study report on effective educational support and wellbeing.
D – Application of leadership theory to either (a) your delivery of a health professions education initiative or change or (b) your plan for a future health professions education initiative or change.
E – Critical reflection on educational governance and quality assurance relevant to your educational practice.
F – Critical reflection on your development as an educator with a professional development plan for your further development.

Portfolios will be in the form of evidence of teaching practice (such as teaching observation forms), supported by reflective written accounts integrating educational theory and literature. As such, they will be suitable for submission as Word/pdf documents.

Reassessment component is the same

Feedback on assessment

Written feedback is provided in line with WMS PGT procedures using an assignment-type specific rubric.

Availability

There is currently no information about the courses for which this module is core or optional.