Course Specification

Course Summary Information		
1	**Course Title**	Post Graduate Certificate in Health Education
2	**Course Code**	PT1807
3	**Awarding Institution**	Birmingham City University.
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Not Applicable.

6	**Course Description**
	The PGCert Health Education embraces the dynamic nature of healthcare and education, recognising the evolving needs of both students and healthcare staff. The course has been designed to meet the needs of healthcare practitioner educators to help develop your knowledge, skills, and values through exploring the key theories of learning, facilitation, assessment, and evaluation to enhance the experience of your learners in an increasingly digital age. Taught at our City South campus, individual coaching, engaging interactive learning and closed discussion groups will ensure maximum engagement and give you an opportunity to explore the learner journey in detail. Teaching and learning activities will also encourage independent research and exploration of the subject to enhance your skills as an educator. To supplement your on-campus learning there will be additional live webinars and podcasts from leading experts in the field. The course will enhance your skills in: · Inter-professional working, networking, and learning · Delivering education in a digital age · Written and verbal communication. As well as giving you an insight into the essential skills for postgraduate-level study, including digital learning, IT skills, literature searching, assignment planning, academic writing, critical reading, and group working. The course is unique in its focus on supporting non-medical and medical clinical educators to exploit and facilitate every teaching opportunity to its fullest potential. It will provide a real time focus on the generational span and the increased requirements to support increased wellness, emotional labour, and inclusion. A further distinctive feature is the interprofessional and interdisciplinary nature of the course which draws on expertise from a range of clinical professions and diverse teaching experience in clinical and non-clinical workplaces. The course philosophy is built on several key principles:

	• We will cultivate brave and innovative leaders who are willing to pioneer original approaches and drive positive change in healthcare education. Our aim is to empower educators to provide tailored support to both staff and students, equipping them with the skills and knowledge needed to excel as practitioners. • As healthcare settings undergo rapid transformation, we will equip our educators with the tools to navigate these changes effectively. This includes managing student expectations, leveraging technology to enhance learning experiences, and addressing staffing challenges. • We have a deep understanding of how individuals learn and the theories that underpin effective education. We recognise the importance of theory in guiding our pedagogical practices and maximising every learning opportunity within different healthcare environments. • We will instil in our educators a commitment to evidence-based practice, emphasising the importance of critically evaluating evidence and questioning established practices to ensure optimal learning outcomes. • We will encourage educators to challenge norms and historical methods of teaching and learning. This includes promoting interprofessional learning, addressing hierarchical structures, and embracing innovative roles such as Advanced Nurse Practitioners (ANPs) and Student Nursing Associates (SNAs). • We recognise the continual evolution of learning environments and healthcare landscapes and emphasise the importance of flexibility and adaptability in our educators. We will equip them to respond effectively to emerging challenges and opportunities. • We acknowledge the shifting demographics of our learner population. Our approach prioritises understanding and adapting to the needs of this new generation while also honouring the expertise of experienced staff. By grounding our PGCert Health Education in these principles, we aim to cultivate educators who are not only proficient in their practice but also equipped to drive innovation, foster excellence, and adapt to the ever-changing demands of Healthcare Education.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Post Graduate Certificate in Health Education	Level 7	60
7b	**Exit Awards and Credits Awarded**		
	n/a	n/a	n/a

8	**Variations from the University Academic Regulations**
	n/a

9	Delivery Patterns			
Mode(s) of Study		**Location(s) of Study**	**Duration of Study**	**Code(s)**
Part time		Birmingham City University City South Campus.	1 year	PT1807

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.
	EU:	N/A
	International:	
	Access:	
11	**Course Aims**	
	The aim of this programme is to develop health care practitioner educators' knowledge, skills, and values through exploring the key theories of learning, facilitation, assessment, and evaluation to enhance learning experiences. It will provide a real time focus on the generational span and the increased requirements to support wellness, emotional labour, and inclusion. An exploration of the diverse range of experiences and challenges to learning our students bring to their learning journey will be a key element of the course. The programme offers learners a part-time approach and has been designed with the needs of health care practitioner educators in mind. Using a combination of face-to-face sessions complemented with engaging online activities and sessions, the approach to delivery will ensure maximum engagement and opportunity to explore the learner journey in detail. The course aims to empower participants to explore at local level, a range of theories, concepts, issues, and practices in relation to the design and delivery of inclusive and engaging learning experiences for their students. The PGCert in Healthcare Education is designed to provide a robust educational framework for healthcare professionals who aspire to excel in teaching and educational leadership roles. The program's overarching aim is to produce graduates who are not only knowledgeable about educational theories and practices but also adept at applying this knowledge in practical, real-world settings. Through a deep understanding of educational theories and principles, students will be equipped to critically analyse and apply a range of educational models and approaches. This foundational knowledge ensures that graduates can adapt their teaching strategies to suit various learning contexts and student needs, thereby enhancing the overall educational experience. The program emphasizes the importance of innovative teaching and learning methods. Students will learn to develop and implement creative and effective teaching strategies that foster active learning, critical thinking, and student engagement. By incorporating diverse teaching methodologies, graduates will be able to cater to different learning styles and preferences, ensuring that all students can succeed. Effective assessment and feedback are critical components of the educational process. The program trains students to design and utilize assessment tools that accurately measure student learning and provide constructive feedback. This ability to evaluate educational outcomes and provide meaningful feedback is essential for promoting student growth and development. In curriculum design, students will gain the skills needed to create comprehensive and coherent curriculum plans that align with educational standards and address the needs of diverse	

	learners. This includes the ability to design learning objectives, select appropriate instructional materials, and evaluate the effectiveness of the curriculum. Reflective practice is a core element of the program, encouraging students to continuously evaluate and improve their teaching practices. Through reflective journaling and critical self-assessment, students will develop a deeper understanding of their teaching strengths and areas for improvement, fostering a culture of continuous professional growth. The integration of research and evidence-based practice into the curriculum ensures that students are equipped to incorporate the latest research findings into their teaching. This commitment to evidence-based practice enables graduates to contribute to the advancement of healthcare education through informed and innovative teaching practices. Finally, the program fosters a commitment to professional development and lifelong learning. Graduates will leave the program with a solid foundation in healthcare education and a dedication to ongoing professional growth. This ensures that they remain current with educational best practices and continue to evolve as educators throughout their careers.

12	**Course Learning Outcomes**
1	Demonstrate a systematic and critical understanding of the design, delivery, assessment and evaluation of learning and teaching in the clinical setting and higher education.
2	Act as an advisor, role model and change agent for healthcare students and staff in relation to their personal and professional development.
3	Support healthcare students and staff to achieve their learning needs and act as a leader and advocate for education within the healthcare environment.
4	Maintain and develop knowledge, skills, and competence as an educator through engagement with reflection on own professional development to ensure practice is contemporaneous and based on evidence.
5	Use contemporary evidence-based literature to underpin learning, teaching, assessment and be able to evaluate and apply theories to facilitate learning.
6	Demonstrate a critical understanding of how to create an effective learning environment where practice is valued and developed to provide appropriate professional and interprofessional support for learning to maximise achievement for individuals.

13	**Level Learning Outcomes**
	Upon completion of 60 credits at Level 7 / the PG Cert, students will be able to:
	There is no exit award for this qualification and therefore the Level Learning Outcomes are as above (CLOs)

14	**Course Learning, Teaching and Assessment Strategy**
	The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower educators to become independent learners and advocates for change within their clinical

environments. The teaching classroom provides a safe space for students to try out different teaching methods and pedagogies in a safe environment with peers and tutors.

The learning approaches that students may expect to engage in, include:

- Workshops
- Seminars
- Lectures
- Tutorials
- Small group work
- Independent study
- Peer discussion and peer learning
- Practice-based observations of others' practice in their place of work

We are committed to supporting trainees to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. While course delivery will take place on-campus 'face-to-face,' online tutorials or "touch points" will be utilised during each module.
Each module will consist of 5 days of face-to-face teaching. The 6th day will be in the format of an online "Touch Point" day.

The PGCert in Healthcare Education is designed to equip healthcare professionals with the skills, knowledge, and experience needed to effectively teach and assess in a healthcare environment. The program comprises three modules, each addressing key aspects of healthcare education, and culminates in the development of a comprehensive portfolio for assessment.

Learning Strategy
Our learning strategy is centred on a blend of theoretical knowledge and practical application, ensuring that students can translate academic concepts into real-world teaching practices. The course adopts a student-centred approach, encouraging active participation, critical thinking, and reflective practice.

Lectures will introduce core concepts and theories, supplemented by interactive workshops that provide hands-on experience in applying these concepts. This interactive element is crucial for engaging students and enhancing their understanding.
Group activities and peer discussions are integral to the course, promoting collaboration and the exchange of ideas. Students will engage in group projects, case studies, and problem-solving exercises that mimic real-world healthcare scenarios.

Reflective practice is embedded throughout the course, encouraging students to critically evaluate their teaching methods and experiences. Reflective journals and discussion forums will be used to support this process.

The teaching strategy is designed to support diverse learning styles and ensure that all students can achieve the course outcomes.

The modules are delivered by experienced educators and practitioners who bring a wealth of knowledge and practical insights into the classroom. Guest speakers from various healthcare fields will also contribute, providing a broad perspective on healthcare education.

Continuous formative feedback is a cornerstone of our teaching approach. Tutors and practice partners will provide feedback on class participation, and practical teaching exercises, helping students to identify their strengths and areas for improvement.

	The use of technology is integral to the course. An online learning platform will host all course materials, discussion forums, and assessment submissions. Assessment Strategy The assessment strategy is designed to evaluate both theoretical knowledge and practical teaching skills, ensuring a comprehensive assessment of student capabilities. The culmination of the course is the creation of a comprehensive portfolio that demonstrates the student's learning journey, achievements, and reflective practice. Examples of what the portfolio might include: • A reflective journal documenting the student's experiences and growth as a healthcare educator. • Evidence of teaching practice, including lesson plans, teaching materials, and peer/tutor feedback. • A critical reflection on the overall learning experience and future professional development goals. The portfolio will be assessed holistically, considering the depth of reflection, the application of theoretical knowledge, and the demonstration of practical teaching skills. The PGCert in Healthcare Education is designed to develop competent, reflective, and innovative healthcare educators. Through a carefully crafted learning, teaching, and assessment strategy, the course aims to foster the professional growth of students, enabling them to make a significant impact in the field of healthcare education.

15	**Course Requirements**
15a	**Level 7:** **To complete this course a student must successfully complete all the following CORE modules (totalling __60 _ credits):**

Module Code	**Module Name**	**Credit Value**
HSC7020	Context, Design and Principles of Learning and Teaching in Healthcare Settings	20
HSC7021	Supporting and enhancing teaching and learning in Healthcare Education	20
HSC7022	Assessment, Evaluation and Feedback in Health and Social Care Settings	20

15b	Structure Diagram

Level 7

SEMESTER ONE	SEMESTER TWO	SEMESTER THREE
Core HSC7020: Context, Design and Principles of Learning and Teaching in Healthcare Settings 20 credits	Core HSC7021: Supporting and enhancing teaching and learning in Healthcare Education 20 credits	Core HSC7022: Assessment, Evaluation and Feedback in Health and Social Care Settings 20 credits

16	Overall Student Workload and Balance of Assessment

Level 7

Workload

55% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	127.5
Directed Learning	322.5
Private Study	150
Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	