| **Title** | FSRH Postgraduate Medical Education  
(provided by University of Worcester as part of their Masters programme  
in Health Professionals Education) |
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<td><strong>Date/s</strong></td>
<td>10(^{th}) &amp; 11(^{th}) May for 2018 (residential course)</td>
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<td><strong>Times</strong></td>
<td>8.30am to 5.00pm each day of the residential course</td>
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<td><strong>Location</strong></td>
<td>The 2-day residential sessions will be hosted in Birmingham (venue details to follow)</td>
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| **Registration Fee** | The 2018 course fee is £1,440.  
The fee covers the training and any related teaching and materials, assessments, access to a learning platform and support, refreshments (including dinner on 10\(^{th}\) May 2018), accommodation for one evening (10\(^{th}\) May 2018) and breakfast on the 11\(^{th}\) May 2017. Travel expenses are not covered. |
| **Course overview** | The training is interactive throughout and encourages learning through a variety of activities and formats. The training involves completion of:  
► Pre-course reading  
► A 2-day residential course in Birmingham  
► Online learning and assessment (dates of assessment to be issued on acceptance to the course by the University of Worcester).  
► Portfolio of teaching experience (to be submitted 6 months after the residential course).  
Course participants will join the University of Worcester's Masters programme (MA Health Professions Education) for two modules only (see below). The MA lead is Professor Kay Mohanna, Professor of Values Based Healthcare Education, University of Worcester.  
If you have any queries or concerns about applying please contact Dr Liz Nyholm: Liz@nyholms.com. We urge applicants to apply soon in view of the large number of expressions of interests - places on the May course will be limited. |
| **Aims and Learning outcomes** | Completion of the training aims to support practitioners to successfully apply for FRT status and in turn equip FSRH Registered Trainers with effective educational skills to support and develop trainees. There are additional requirements to become an FRT.  
By the end of the training you should be able to:  
► Design and plan learning activities in a clinical setting.  
► Teach and support learning in accordance with current learning theories.  
► Assess student work and provide feedback to promote development.  
► Develop effective learning environments to address educational needs in a clinical setting.  
► Reflect on the effectiveness of your teaching practice and continue your own professional development.  
Teaching and Facilitating Learning (HPED4001) |
This module addresses the essential features of teaching and learning in the clinical setting, including attention to patient safety and reflective practice. Assessment is an online, open book exam. The module equates to 150 hours of study.

**Teaching in a Clinical Setting (HPED4004)**  
This module facilitates workplace based enquiry building evidence to demonstrate that the student promotes quality and safety of care, professional identity and integrity and is committed to scholarship and reflection. Assessment is via submission of portfolio of evidence. The module equates to 150 hours of study.

Please note:

► You are required to identify a work-based sponsor to support you with your learning. This individual has a role in finding appropriate teaching scenarios where this is indicated and is likely to be an experienced person in general practice or sexual health. See additional information below regarding this role.

► You will need to identify observers to support the clinical assessments. See additional information below regarding this role.

► On successful completion of these two modules, students will achieve 30 University CATS points that can be used to progress further in medical education. This is the equivalent of 300 hours of study time. The course constitutes attendance at the residential and then completion of two modules of the Masters Health Professionals Education at the University of Worcester. Participants will need to be able to produce work at Masters standard (Level 7).

**Audience**  
We welcome applications from doctors and nurses working in the sexual health field (from primary, secondary or tertiary care) who are keen to gain theoretical and practical experience of teaching and assessment, including delivery of FSRH qualifications.

**Eligibility to attend the course**  
Doctors and Nurses are required to have held the FSRH Diploma for a period of at least 1 year prior to application to the medical education course. All applicants should have been actively involved in providing sexual and reproductive health care for the preceding 3 years e.g. undertaking 2 clinical sessions per week or the equivalent in Primary Care (9 consultations).

It is recommended that nurses undertaking this course should hold an ‘Non-Medical Prescriber’ qualification or training in the use of patient group directions but this is not currently a requirement.

You will also be expected to meet the University of Worcester’s requirements:

**Entry requirements**

► An honours degree at 2:2 level or above in a health related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas.

► Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. First degree awarded by an English medium school, or IELTS - 6.5 or higher required). Please note that IELTS exams must be no more than two years old at the start of the course.

► International students must hold a qualification equivalent to a UK first or second class honours degree from a school where English was the
language of instruction. Students can check their qualification with the International Recruitment Team at: international@worc.ac.uk
► UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

**Programme specific entry requirements**
► Students must be a healthcare practitioner or manager of healthcare provision
► Practical experience in either teaching or the management of education, sufficient to enable students to demonstrate competence.

**Admissions/selection criteria**
Applicants to the University of Worcester are assessed by the Programme lead on their professional eligibility to access the programme. Applications are scrutinised and short listed against set criteria which include both educational and professional requirements:
► Applicant meets/working towards academic entry requirements.
► Personal statement has a clear healthcare education focus.
► Coherent and logical expression of ideas.
► Reference.
► For on-site delivery, residency visa expiry dates would be checked and recorded for international students.

**Application Process**
1) Complete and submit the online initial application form for vetting by Dr Liz Nyholm on behalf of the FSRH.
2) FSRH will process the form. You can expect to hear back within one week of submitting your initial application.
3) You will be informed of the result of your application by e-mail and successful applicants will be given further instructions on how to apply directly to the University of Worcester.

**Additional Information**

**Support in the workplace**

**The role of the work based sponsor (WBS)**
The role of the WBS is to support the student in finding suitable learning & teaching opportunities in order to complete the practical component of the course. Course applicants are asked to appoint, an individual to act as their WBS, and enter the name of the person into their application. This must be discussed and agree with the individual before you submit your course application.

The WBS will need to understand the requirements of the teaching exercises undertaken by the student – all students on the postgraduate course will receive advice as to how to take this forward during the two-day residential course. The WBS does not have a formal ‘mentoring’ role but acts as a facilitator to support the progress of the student. The WBS is an unpaid role. A WBS should be an experienced medical teacher working in the sexual health field in general practice, primary or secondary care. Such an individual may be a SRH Teacher with LoC MEd, a GP Trainer, a Consultant in Obstetrics, Gynaecology, SRH, GUM, who already has responsibility for supervising students as an Educational Supervisor (as defined by GMC Regulations).
► The WBS should be someone who has knowledge of where sexual health teaching and training is taking place locally, and is be able to make introductions where necessary to enable the student to gain the necessary experience. This should include the FSRH Diploma, Course of 5, and practical assessments known as ACPs and RDCPs.
The WBS may act as an observer (see below) where agreed with the student.

In some circumstances such a local WBS will be unnecessary for experienced sexual health doctors. Where a student on the course moves post and requires a change of WBS, the Postgraduate Course Lead should be informed of the name and details of the new WBS.

The role of the observer/s
At each exercise, the student needs to appoint an agreed independent observer. The observer would then spend time giving feedback to the student, which the student is able to use to undertake a written reflective exercise. These essential reflective exercises are the base of the course portfolio assessments (approx. 3000 words). The student is required to submit written, signed observer feedback to the University of Worcester for assessment purposes. The observer’s role is to independently watch the student deliver teaching exercise/s and to give feedback on how well they felt the student performed as a teacher. Observers must be an appropriately qualified assessor (e.g. GP Trainer, FRT or GMC Educational Supervisor). You will most likely have several observers throughout the course.

All teaching exercises must be in a real clinical situation. Assessments of Clinical Practice (ACP) or Reflective Discussions of Clinical Practice (RDCP) must use a real clinical situation which is observed directly or using a video of the teaching scenario (role play is not acceptable). Where a video is undertaken this should be reviewed by the observer and student together and the written feedback given to the student following the feedback discussion. Observers should observe, consider and feedback on areas such as - delivery, communication, content, empathy, managing group dynamics, supporting the ‘challenging trainee’, innovative practice, and effectiveness of teaching a practical skill and so on would form the main areas for observation and feedback. The observer is an unpaid role. No payment is expected to fulfil the role of the observer.

Students will be supplied with further information on these exercises and the role of the observer as well as an appropriate ‘observer sheets’ during the course (although we do encourage you to write your own more specific sheets for reflection on particular areas of skills).