

**Postgraduate Certificate in Managing Medical Careers**

Application Handbook

**For further details please contact:**

Lisa Stone  
Accredited Programmes Manager  
Postgraduate Medical and Dental Education  
KSS Deanery  
7 Bermondsey Street  
London SE1 2DD  
E-mail: [lstone@kssdeanery.ac.uk](mailto:lstone@kssdeanery.ac.uk)

## **Introduction**

This new and potentially ground breaking postgraduate course in Managing Medical Careers at the KSS Deanery is the first of its kind in the UK. It is designed to meet the professional development needs of all levels of staff who are providing careers support to medical students and trainee doctors. It is structured for part-time study in the context of relevant practice within the NHS. The course is part of the postgraduate provision of the Brighton & Sussex Medical School and also of the Faculty of Health's Graduate Programme in Health and Social Sciences. It is a discrete course, although it is possible that it might later be used to move on to a full MA in a related area. It will provide a theoretical framework and a practical foundation, while allowing for individual personal and professional development as appropriate to each course member's role and workplace. The course is based in central London.

## **The Course Award**

Postgraduate Certificate (PG Cert) in Managing Medical Careers

## **Aims**

The major aim of the course is to equip participants with the knowledge, understanding and skills to provide effective career support for medical students and doctors in training. This course is specifically aimed to enhance the skills of those who are working in the context of medical education and it is not positioning itself to offer a *generic* training in career support.

The course aims to provide opportunities for participants to:

- reflect on and evaluate their own personal career narratives alongside established and recent theories of career support
- develop and analyse their own professional understandings and practice(s) as providers of career support within undergraduate and postgraduate medicine
- critically evaluate relevant literature and current practices on educational, career support and management of change and also current practices in order to enhance their professional approach to the provision of career support for medical students and doctors in training.

Studies will take place in the classroom and in a Virtual Learning Environment (VLE) and will be based around an assortment of methods: formal teaching, action learning, discussion, practical and written assignments. Learning from each other will be an integral part of this process.

## **Entry requirements**

This unique course offers a post graduate level of education in a field which is recognised as being of growing importance in the modern NHS. In light of recent educational and government initiatives, high quality professional guidance is pivotal to the development of a skilled, stable and highly motivated medical workforce. The course is open to clinicians and other colleagues, such as senior medical and nursing staff, medical education professionals and human resources managers. All applicants will be involved with, or show proven interest in, this process of enabling students and trainee doctors to access and explore career possibilities within the NHS. Course members will be trained to specifically support people working in the NHS. Knowledge of medical education and training and the career opportunities available to newly qualified doctors is essential. To ensure a sound and enjoyable learning experience, during the first year that the qualification is run, the total number of places is limited to 15.

Applicants will usually hold a first degree. Non-graduate entry is available to those with substantial relevant background or experience who can satisfactorily demonstrate their ability to participate in and profit from study at Master's level. All prospective students should provide evidence of recent study at a suitable level. It is envisaged that a diverse and varied student group will broaden and enrich the perspectives of all course members and be a foundation for informed discussion and exchange of good practice.

### **Selection**

The selection process will be based on written applications (which should include evidence from your current practice), and usually attendance at interview in which candidates will be asked to reflect on:

- experience as an educator
- potential to provide career support to others
- an ability to extrapolate from experiential learning and to move to other appropriate discourses i.e. conceptual and practical.

Interviews will be held during the first two weeks in October 2008.

### **Level of the course**

The academic standard for this course is postgraduate (M) level and the Postgraduate Certificate will be awarded on successful completion of 60 credits across three modules. Your application should indicate the reasons for your interest in this qualification and highlight recent courses undertaken and previous experiences and/or qualifications, both academic and work based, that illustrate your ability to study and participate in a range of learning activities. Students without a first degree will be considered on a case by case basis.

As this course is unique, it is unlikely that students will have the opportunity to APL modules. Consideration will be given to prior experiential learning on an individual basis.

At the point of application, you will be expected to demonstrate further the ability to study at postgraduate Master's level; and to benefit from / contribute to different forms of teaching and learning methods; to collaborate with your peers; and to research, develop and deliver assignments on both a group and an individual basis. An enquiring mind and a capacity for independent and team study are needed.

In discussion with course leader, it may be recommended that, prior to starting the course, certain applicants take the Advanced Learning Studies module run by the University of Brighton and designed to prepare students for M level learning.

You will also be expected to show that you have had exposure to one or more of the following areas: guiding, coaching, teaching, mentoring and supporting NHS staff, and that you have some understanding of information, advice and guidance within a career development context. Any part-time course usually requires a sustained and well planned time commitment, so you will be expected to describe the mechanisms that you will use to implement this for taught components, group learning, virtual activities and independent study.

### **Computer Access**

Access to a computer and to the world-wide web is a pre-requisite. Applicants should have a reliable broadband e mail and internet connection and be familiar with using information technology as both a research tool and a method of communication. Written work will be submitted on line and learning activities will take place via the internet, some in "real time" and interactive formats.

## Equal Opportunities

All applications will be subject to the University Equal Opportunities Policy. Students for whom English is not a first language must demonstrate an acceptable standard of comprehension and communication in the English Language. An IELTS score of 7.0 is normally required. PLAB is also acceptable.

## Induction

Attendance at **one** of two planned pre-course Induction Days at the Falmer campus is recommended for all successful applicants in order to familiarise themselves with the VLE Student Central, with library resources and procedures and with other aspects of learning support.

Arrangements for induction are to be confirmed.

## Structure of the course

The modules of study you need to complete are laid out below. A module comprises one week i.e. + 35 hours. Module 1 runs between early January and mid March; Module 2 takes place between early May and mid July; Module 3 is covered from late September to early December. This is sub - divided into:

- two consecutive days attendance for classroom based study at the beginning of each module
- two further days of classroom based study, approximately one month apart, at the end of each module
- one day's study, at the mid point of each module, through a managed VLE (Student Central).
- additional independent study and assignments as required.

Classes will take place at the Kent Surrey and Sussex Deanery near London Bridge and will centre around theories, skills development and practice. Dates are as follows:

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
Wednesday 7 <sup>th</sup> January Thursday 8 <sup>th</sup> January Wednesday 25 <sup>th</sup> February Monday 23 <sup>rd</sup> March	Tuesday 5 <sup>th</sup> May Wednesday 6 <sup>th</sup> May Tuesday 2 <sup>nd</sup> June Tuesday 14 <sup>th</sup> July	Wednesday 23 <sup>rd</sup> September Thursday 24 <sup>th</sup> September Wednesday 4 <sup>th</sup> November Monday 7 <sup>th</sup> December

Extending beyond this period of study is possible only in exceptional circumstances.

## Course Structure

All students will take the following pathways:

Module MDM80	Status
<b>Working with individual students and doctors in training</b>  Introduction to theoretical and practical models for understanding, evaluating and delivering effective career support in a medical education environment	Mandatory (20)

Module MDM81	Status
<b>Working with groups of medical students and doctors in training</b>  Introduction to theoretical and practical techniques for providing constructive career support through group learning in medical education	Mandatory (20)

Module MDM82	Status
<b>Working within an organisation</b>  Understanding the key current developments within medical education, the NHS and individual Trusts. Examining approaches to career management and change management in these contexts.	Mandatory (20)

## Teaching staff

The course will be delivered by experienced and professionally qualified staff, from within the KSS Deanery, who have substantial expertise in the fields of careers guidance, organisational structures and in medical education. The staff is multi-professional in composition to reflect that of the student base.

## Teaching and learning methods

These have been delineated above and will encompass lectures, whole group discussion, small group discussion, virtual discussion, and individual assignments. Action learning sets will be used to facilitate many of these techniques and to encourage peer support, innovation, sharing of ideas and good practice.

Teaching will be assisted by the use of paper and web based materials, CD-ROM, prepared notes, workbooks, and the usual visual aids. Selected course readings and course members' own job roles and experience will form the foundation for

- individual assignments
- personal / professional reflection
- group critiques and action learning sets

You will be expected to review the learning outcomes and content of each module and ensure that you do a significant amount of pre-module work on areas where you identify gaps in your knowledge. A range of identified reading will specifically link with issues emerging from participants' own practice.

## **Module learning outcomes**

### ***Module 1 (MDM80)***

On successful completion of the module, students will demonstrate:

- a critical understanding of theoretical and practical approaches to career support in professional contexts, including an awareness of the policy drivers and political underpinning which inform career decision making.
- a knowledge of how to critically describe and evaluate the relevance of generic approaches to career support in the context of undergraduate and postgraduate medical education.
- the skills to be a competent, self-aware and ethical provider of career support to individual students and trainees including those who are being supervised under a 'trainee in difficulty' scheme.
- an ability to critically reflect on their own learning and development as a provider of career support in order to help colleagues who are educational and clinical supervisors in being more effective in supporting their students and trainees.
- the skills to apply a critical understanding of theoretical approaches to the management of educational change and the development of a learning organisation within NHS trusts in order to identify educationally appropriate approaches to the provision of career support.
- an ability to critically reflect on the impact of various media and technologies, which are available to support their role as providers of career support.
- a critical understanding of the role and impact of different resources including psychometric tests, e-guidance and the use of new media on the provision of career support for medical students and trainees.

### ***Module 2 (Module MDM81)***

On successful completion of the module, students will demonstrate:

- a critical understanding of theoretical, practical and generic approaches to career support from a professional perspective, particularly in the context of undergraduate and postgraduate medical education.
- the skills to critically reflect on their own learning and development as a provider of career support in order to help colleagues who are educational and clinical supervisors in being more effective in supporting their trainees.
- the skills to critically apply a basic understanding of group processes to the task of devising and facilitating appropriate career planning sessions for medical students and junior doctors.
- an awareness of how to use the experience of providing peer support to fellow students on the course in order to help their peers with their career decisions, and in turn, to use this experience and understanding to devise appropriate peer support structures for trainees and medical students.
- an ability to critically reflect on the impact of various media and technologies, which are available to support their role as providers of career support.
- a critical understanding of the role and impact of different resources, media and technologies (including psychometric tests, e-guidance and the use of new media) in the provision of career support for medical students and trainees.

### **Module 3 (MDM82)**

By the end of the module the students will demonstrate:

- an ability to critically articulate a robust argument which embeds career provision within an educational framework.
- an understanding of the policy drivers and political contexts which inform career decision making at national, local and individual levels
- the skills to critically reflect upon the benefits, gains and difficulties of developing a learning organisation or learning community within their own NHS context particularly in relation to careers provision
- the knowledge to reflect upon their own organisation and how change is managed in relation to the provision of careers support for doctors in training a competent, self-aware and ethical provider of career support to individual students and trainees, including trainees who are being supervised under a 'trainee in difficulty' scheme.
- the skills to critically interrogate the careers provision within their own NHS / organisational context and to develop a critically reflective action plan to further extend aspects of their local provision
- the knowledge to critically articulate a robust argument which embeds career provision within an educational framework
- an ability to respond positively to national politically driven strategies and policy changes affecting their own organisations

### **Assessment**

Modules will be assessed by substantial written assignments as described below. These will be handed in throughout the academic year on the dates specified in the student handbook. Participants will have to submit the summative assignment for each of the three modules in line with the Faculty of Health hand-in dates.

#### **Module 1**

Students will be asked to submit two pieces of reflective writing, each of 1500 words (+/- 10%), one based on their personal career history, the other arising from work with a peer who is seeking career support. Both parts of these summative assessment tasks must be passed.

#### **Module 2**

A two part assignment, each part being 1500 words, the first reflecting on a group session that they have facilitated and the second considering the structure of a hypothetical training session for students/trainees who were going to provide career support to their peers. Both assessment tasks will be summative.

#### **Module 3**

A 3,000 word critical evaluation of their understanding of their organisations' approaches to career management, change management and the provision of careers support. This will include an outline of their own ideas as to what will further meet the educational and career needs of individuals and groups within their local context.

### **Fees**

Home/EU Students: £1,210

Overseas Students: (to be confirmed)

## **Finally....**

This new qualification aims to enable course members to

- explore different ideas, theories and working practices
- equip themselves with the skills and underpinning knowledge to achieve their own career goals as well as supporting others in their professional aspirations.

The course will be intensive and combine rigour with vigour: all prospective students should show a willingness to actively participate in classroom and web-based sessions. We are looking for students who are prepared to embrace new concepts in terms of the way they work and study and who will engage with their peers and tutors in reflection, discussion and collaborative learning.

If you have any further queries we would be pleased to hear from you. Do make contact with Miss Lisa Stone, the Programme Administrator for this course, who can answer the majority of queries. If necessary, she will put you in touch with the appropriate person.