



Developing practitioners' educational skills to enhance professional practice and development

Développer les compétences pédagogiques des praticiens pour améliorer la pratique et le développement professionnels

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Introduction

All healthcare practitioners have an educational role in the conduct of their duties - patients/clients/students/colleagues

The need to design a bespoke inter-professional Post Graduate Certificate in Education for Healthcare Professionals (PGCEHP) was identified and commissioned

Specifically for staff engaged in the education of qualified staff and undergraduate students



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Objectives

- Equip practitioners with pedagogical knowledge and skills
- Provide an excellent, educational experience that impacts and transforms practice
- Develop curiosity, creativity, innovation and imagination
- Promote a global vision
- Create a pathway for further study

- Design of course supported by Schulman's (2005) work on signature pedagogies and Biggs & Tang's constructive alignment (2011), enabling students to blend declarative and functioning knowledge.

Course Structure and Progression

NUR776
Principles of Learning and Teaching



OTH803
• Enhancing Learning and Teaching in the Practice Setting



PGCert in Education for Healthcare Professionals

And then on to complete PGDip/MSc

with added AFHEA!

Practice Implications

- **Civic contribution – has had a significant, direct impact upon the clinical workplace and transformed the professional lives of graduates by:**
 - enhancing their skill set, marketability and employability with graduates taking up academic posts, MSc/PhDs & full-time educational roles within practice/educational environments
 - developing inter-professional networks.* Students continuously and purposefully engage throughout the course in inter-professional subgroups that are mutually supportive. These relationships extend into their continuing practice after the completion of the course - those who learn together, work better together.

*** All students emphasise the immense value of these networks in enhancing their professional practice.**



Student Feedback



The course has led me to challenge my preconceived ideas about effective learning & teaching. I now feel I have a responsibility to introduce better practices within my service.

It has given me a confidence I will carry through in my teaching for years to come. The course has made me think, made me learn and ultimately modify my skills to ensure best practice.

I enjoyed the opportunity to meet and learn from healthcare professionals outside my own profession, finding out more about innovative practice, some of which I hope to emulate within my own practice. I have established networks & plan to share resources, ideas & good practice in the future.



Transferability

Developing an online version of this course demonstrates the transferability of this unique, bespoke PGCEHP for the global/international market.

The construction of the course also demonstrated that using sound pedagogical principles in curriculum design enabled a responsive and relevant product to be developed.

This approach could be of benefit to other disciplines who find themselves in a position where they need to design new courses as the market for continuing professional development evolves post pandemic.

Thank you listening.

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References

Biggs, J., & Tang, C., (2011) *Teaching for Quality Learning at University*. 4th edn. Maidenhead: Open University Press.

Shulman, L.S., (2005). On Professions & Professionals. *Daedalus*. Vol. 134, No. 3, (Summer), pp. 52-59.

