The programme

The Faculty of Health Sciences offers a Post Graduate Diploma in Health Professional Education to enable working health professionals to reflect critically on the theory and practice of teaching in the classroom and clinical context, to ensure that health professionals are competently prepared to meet the health needs of the country. Course participants’ knowledge and skills in health professional education will be strengthened in the areas of teaching and learning within a Primary Health Care system and curriculum.

The interdisciplinary programme draws on theories of adult education, teaching and learning in higher education, health sciences education and approaches to health service delivery.

The programme consists of 4 compulsory courses of 30 credits each. The courses are:

- Teaching and Learning Theories in Health Professional Education
- Learning and Teaching Practice
- Assessment in Health Professional Education
- Curriculum Development and Course Design

Purpose of the qualification

The programme, based on adult learning principles, will enable the participants to become a critical, self-directed, lifelong learner. The educational methodology encourages critical engagement with relevant theories related to teaching, learning and assessment. The courses cover current thinking, practice and research in the field of health professional education. A strategic goal of the programme is to contextualise health professional education within Primary Health Care to enable health professionals to participate in the transformation of the health system.

Exit level outcomes

On completion of the programme participants will be able to demonstrate the following competencies:

- Advocate for service delivery and education that is supported by a Primary Health Care Approach
- Critique teaching, learning and assessment processes and motivate for research-led or evidence-based change.
- Exercise leadership through innovation in health professions education, theory and research.
- Facilitate student learning within all learning contexts, including contexts that are challenging, complex and resource constrained.
• Critically reflect on the role and practice of clinical educators in evaluating their own teaching and student learning.
• Critically appraise theoretical and research literature related to health professions education and make sound judgements based on best practice in selecting teaching and assessment methods.

**Semester 1**

**PPH4044F Course: Teaching and learning theories in health professional education**

This course introduces students to teaching and learning theories applied to the broad clinical context within a higher education framework. This is achieved through critically examining participants’ own learning and teaching experience and theories of learning and teaching relevant to the clinical and practice learning context. It includes critical appraisal of relevant theories, e-learning, research evidence as well as the impact of organisational change on teaching and learning.

**PPH4045F Course: Learning and teaching practice**

This course aims to critically review the range of teaching methods appropriate to teaching and facilitation of learning in the clinical context in Primary Health Care led curricula and health services, and further develop skills in the various teaching methodologies. It includes teaching and learning methods; evidence of best practice; designing and structuring teaching and learning activities; integration of the Primary Health Care approach into clinical teaching; providing feedback; group dynamics and effective facilitation in small group and one to one learning.

**Semester 2**

**PPH4046S Course: Assessment in health professional education**

In this course students will be exposed to an overview of various assessment approaches, purposes, methods and debates, focussing on changing trends in assessment. This includes concepts, approaches and debates associated with assessment; the selection, alignment and design of assessment; assessment blueprints; integrating the Primary Health Care approach in assessment; research methods and online assessment.

**PPH4047S Course: Curriculum development and course design**

This course examines the relationship between course and curriculum design, implications of the various models for student learning and the complexities of health professional curriculum development. In addition, ways of improving the quality of teaching, learning and assessment are addressed. It includes educational theory; approaches to curriculum development; models and principles of course design; course evaluation instruments; the hidden curriculum; curriculum mapping and the relationship between health sciences curricula and health service provision.

**Duration and delivery**

The duration of the programme is 1 year full time or 2 years part time. Delivery is via a flexible mode of blended learning with an initial two week component on-campus, a 32 week off-campus component of self-study with weekly interactive sessions through Vula, unlimited interactive peer sessions, working on and submitting assignments, completing structured
reflective tasks, application of the theory to practice, and group discussions. The self-study component contains structured tasks relevant to each participant’s work context. These tasks will form the basis of the assignment for each module. Practical workplace experience consists of participants drawing on their present work situation and applying theory to their work situation. Assignments are based on actual work situations and on implementing change to current own practice.

Contact us via email: HPedu-pgdip@uct.ac.za

Programme convenor
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Admissions requirements
- An approved undergraduate health professional degree or similar approved qualification
- Registration with a relevant professional body
- At least six months teaching in a health care context or presently working and teaching in a health care context, which includes facilitating undergraduate or post graduate health professional students
- Applicants who wish to be considered on the basis of Recognition of Prior Learning (RPL) may be considered
- Fluency in written and spoken English
- Basic computer literacy
- Reliable and continuous computer access and internet connectivity.

Assessment
The summative examination will constitute 60% of the final mark and will be comprised of a

- portfolio of teaching
- oral examination on the portfolio
- simulated teaching event

Four written assignments, one per course, will constitute the year mark of 40%
Progress rules

All individual courses must be passed with 50% before a student may be admitted to the final examination. The final examination consists of a Teaching Portfolio, an oral exam on the Portfolio and a simulated teaching event. Students are required to pass all three components. A pass is 50%. Students who fail a course may be permitted a supplementary examination or to repeat the course at the course and programme convenors’ discretion.

A full time student may be registered for no more than two years and a part-time student no longer than four years to complete the Diploma

Distinction

To be awarded the diploma with distinction, an overall average of 75% must be obtained with not less than 70% for all components.

HOW TO APPLY:

Step 1

You can apply on line (http://applyonline.uct.ac.za/) or, you can download the application form, and post to:

The Admissions Office
University of Cape Town
Private Bag X3
Rondebosch
7701
South Africa

The academic programme code for the Post Graduate Diploma in Health Professional Education is MG026 and the academic plan is MG026PPH10

Step 2

Once you have completed UCTs application form, we would like you to please provide us with some additional information. Click here to download the additional information form which you need to complete and submit to: HPedu-pgdip@uct.ac.za