

FSRH

The Faculty of Sexual and Reproductive Healthcare
27 Sussex Place London NW1 4RG
www.fsrh.org
dr@fsrh.org / 020 7724 5669



PGA Med Ed (SRH) Keele / FSRH Equivalency

Terminology & abbreviations: see the website document [General Training terminology](#)

Introduction: Individuals who wish to use a current qualification in medical education to gain FSRH Faculty Registered Trainer (FRT) status need to demonstrate equivalency with the current University of Keele, PGA Med Ed (SRH) requirements.

Instructions: Applications should be addressed in writing to the Chair of the General Training Committee (GTC), at the above address, and should demonstrate evidence that the qualification and experience held by the applicant is equivalent to that of the PGA Med Ed (SRH). Applicants are required to obtain the support of a sexual health teaching colleague who is well known to the applicant and able to verify appropriate details in the application. Such a colleague will usually be a General Training Programme Director (GTPD) and is termed the 'Sponsor' below.

Applicants should be aware that equivalency relates to both a knowledge and grasp of the principles of medical education in addition to meeting the FSRH standards of an understanding of the Diploma qualification. These include competence as a trainer for the practical sessions and the assessments required for ACP and RDCP which constitute the additional FSRH requirements to apply for Faculty Registered Trainer status, over and above passing the PGA Med Ed(SRH).

The Chair of the GTC reserves the right to refer the application to the Masters Programme Director (Medical Education) at the University of Keele for a decision about the alignment of the qualifications.

Background details: FSRH agreed the overall learning outcomes for the PGA Med Ed (SRH) in 2011. Individuals who gain the PGA Med Ed (SRH) will be able to:

1. Provide effective support and facilitate the development of individual trainees.
2. Accurately use relevant assessment techniques.
3. Ensure their practice is informed by relevant educational theory and by principles of equality and diversity.
4. Engage in regular and effective self-directed professional development as a teacher.

These four essential learning outcomes have been supported by the structure of the Keele PGA Med Ed (SRH). The course design and its assessments are aligned so that participants are able to demonstrate all the abilities of an effective teacher, namely scholarly activity, reflective practice, teaching skills and feedback skills. These are demonstrated through the assignment (planning and undertaking some teaching, receiving feedback on the teaching and changing practice as a result of the reflection and research into the subject) and the portfolio (active reflection on their teaching practice). The learning outcomes of Modules 1 and 2 of the Masters in Medical Education at Keele University form the core of the qualification together with FSRH specific competencies to confirm

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213

knowledge and the ability to assess candidates for Diploma of Faculty of Sexual and Reproductive Healthcare.

The details below aim to help applicants determine the alignment of the course they have completed with the current PGA Med Ed (SRH).

Module 1 (15 (CAT) Credits) Introduction to Medical Education

Learning Objectives: students will be expected to –

Develop Core knowledge in

- The appropriate methods for teaching and learning in the subject area and at the level of their academic programme.
- The models of how students learn, both generically and in their subject.
- The use of learning technologies appropriate to the context in which the teaching will be undertaken. The methods for monitoring and evaluating your own teaching. The implications of quality assurance for practice.

Develop Professional Values

- Demonstrate a commitment to scholarship in teaching, both generally and within own discipline.
- Demonstrate respect for individual learners and for their development and empowerment.
- Demonstrate a commitment to the development of learning communities, including students, teachers and all those engaged in learning support.
- Demonstrate a commitment to encouraging participation in higher education and to equality of educational opportunity.
- Demonstrate a commitment to continuing reflection and evaluation of their own practice with consequent improvement on their own practice.

Module 2 (15 (CAT) Credits) Teaching Methods and Theories of Learning

Learning Objectives: Students will be expected to –

- Critically evaluate some of the important theories and principles of learning and integrate elements of these theories into their own teaching practice.
- Demonstrate how they have synthesised this learning to enhance their teaching practice.
- Demonstrate self-direction and originality in tackling and solving problems, and be able to act autonomously in planning and implementing tasks at a professional or equivalent level.

Students undertaking Module 2 also complete a 3000 word essay based on two peer observed teaching sessions. Students should demonstrate how the theoretical approaches which underpin the lesson plan design have been selected in relation to the overall purpose of the lesson. Students are also asked to submit a Portfolio of their teaching experience. Within the portfolio, particular emphasis is placed on developing educational environments and student support for learning, in the context of clinical teaching.

Applicants should run through the checklist and complete the right hand column to indicate evidence towards supporting competency in the relevant area. Such evidence is likely to be found largely in the course details and breakdown of their previous medical education qualification, details of which and a copy certificate should be provided with the application. Applicants may self-certify where indicated (self/cert) and may seek the signed support of a colleague in other areas.

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213

Application Form for completion

CORE INFORMATION

Please complete clearly in black ink

Name of Applicant:			
GMC/NMC No:			
Address:			
County:		Postcode:	
Current Post:			
Main Employer:			
Faculty Qualification(s) held:			
	Faculty Number	Date awarded	Date recertified
DFSRH/NDFSRH MFSRH/FFSRH <small>(A current DFSRH, NDFSRH, MFSRH or FFSRH must be held.)</small>			
LoC IUT			
LoC SDI			
Details of currently held qualification in medical education (to include year of qualification, basic course content and what assessments took place during the course) -			
Experience as a sexual health teacher – please detail			

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213

The applicant should attach hard copies of their experience in each area together with written reflections and observer comments.

Learning Outcomes	Evidence Type and date attained	Comments by applicant and record of attached evidence
Computer literacy (competent to do a literature search and effectively use standard Microsoft Office software)	Colleague certification	
Good standard of spoken and written English	Colleague certification	
Completion of e-learning modules for FSRH Diploma (DFSRH/NDFSRH) within 12 months of this application	Self-certification	
Attendance at and understanding of Course of 5 FSRH Diploma	Colleague certification	
Current Educational Personal Development Plan	Please submit a copy	
Examples (at least 4) of teaching experience in the last 12 months.	This should include a personal reflection on each exercise together with independent feedback from an observer.	
Participation in sexual health service delivery in the last 12 months	Examples of activity should be submitted with the application	
Module 1 Equivalency to: Reflection on teaching and the assessment	Please comment, based on previous qualification and experience	
Module 2 Equivalency to: Theory of adult education and the principles behind teaching and learning in different environments theories of	Please comment, based on previous qualification and experience	

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213

learning		
Perform a competent ACP for FSRH Diploma	This should include a personal reflection on each exercise together with independent feedback from an observer.	
Perform a competent RDCP for FSRH Diploma	This should include a personal reflection on each exercise together with independent feedback from an observer.	
Undertake a small group teach (ideally at Course of 5)	This should include a personal reflection on each exercise together with independent feedback from an observer.	
Undertake teaching a practical skill (could be at Course of 5)	This should include a personal reflection on each exercise together with independent feedback from an observer.	
Demonstrate awareness/experience of a difficult trainee/difficult training situation	A personal written reflection about the episode should be submitted as evidence.	

DETAILS of SPONSOR

The sponsor would usually be a local General Training Programme Director (GTP/D). Where this is not the case, the Sponsor should outline details of which GTP the applicant would join if successful in this application and verify that the GTPD is aware of the application.

Name of Sponsor (usually a GTPD): _____
LoC Med / PGA Med Ed (SRH) No DI/FI: _____
General Training Programme (GTP) reference: _____
Sponsor contact telephone number: _____
Name of local GTPD _____ TP Number _____
Contact e-mail of GTPD _____
Comments by the Sponsor

SPONSOR'S DECLARATION

I certify that I know the applicant professionally and am able to assess the teaching competency of the applicant for equivalency for FRT status. I confirm the candidate has undertaken the specified requirements and that I have examined and verified the evidence and documents in full and believe it to be true.

PRINT NAME: _____

SIGNATURE: _____

Date: _____

The PGA Lead or representative will wish to speak to the sponsor personally as part of the review process. Please complete contact details with an e-mail address and mobile number as above

Email: _____

Mobile: _____

The Data Protection Act (1998) requires organisations or agencies collecting personal data on individuals to gain their consent before collecting, storing, publishing or analyzing their data. By completing and signing this application form you are giving your consent for your data to be stored on databases used by the Faculty of Sexual and Reproductive Healthcare (FSRH) of the RCOG for the purposes of administrating its membership database. All data will be treated with the strictest confidence and will only be used for legitimate FSRH purposes.

The applicant confirms that he / she hold both registration and a licence to practise with the UK GMC or that nurses applicants are on the UK NMC register (excluding RN Level 2).

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213

APPLICANT

Probity statement:

- I am not currently the subject of any serious managerial or clinical complaints and agree to inform the FSRH should such an event arise.
- I accept the professional obligations placed on doctors in Good Medical Practice in relation to probity, confidentiality and personal health (Doctors).

OR

- I accept the professional obligations placed on nurses by the Nursing and Midwifery Council (Nurses).

All clinicians, teachers and assessors are expected to work within their professional standards and guidelines.

You are referred to the statements on probity and teaching and training, appraising and assessing in the 'Good Medical Practice' document published by the General Medical Council (http://www.gmc-uk.org/guidance/good_medical_practice/teaching_training.asp)

The standards for mentors, practice teachers and teachers in the 'Standards to support learning and assessment in practice' published by the Nursing & Midwifery Council (2008) (http://www.nmc-uk.org/Documents/NMC_Publications/NMC-Standards-to-support-learning-assessment.pdf)

PRINT NAME:

SIGNATURE:

Date:

On completion of the form, the applicant should send

- a) The Application Form duly completed
- b) Copy of previous medical education qualification certificate
- c) Copy of current Educational Personal Development Plan
- d) Appropriate evidence as agreed with the sponsor to assist the General Training Committee in making a decision.

The relevant evidence as detailed above, along with a cheque for £50 made payable to the "Faculty of Sexual and Reproductive Healthcare", should be submitted to the address below. The fee is to cover administrative costs and is non-refundable, irrespective of the outcome of the application.

The Certification Manager
Faculty of Sexual and Reproductive Healthcare
of the Royal College of Obstetricians and Gynaecologists
27 Sussex Place
Regent's Park
London NW1 4RG

It is advisable to take a photocopy of the completed form prior to its dispatch.

Last updated 22 September 2015

Published by FSRH, General Training Committee

Registered Charity No. 1019969 Registered in England No. 2804213