



Gender Identity Healthcare: Master's level modules, Postgraduate Certificates & Postgraduate Diploma Programme

Role description for Module Co-Lead (clinical)

The module co-leads each have joint responsibility for two linked modules

NB: This is an unpaid role, although approved costs and expenses will be paid in line with RCP policies



Context

The Gender Identity Healthcare Practice (GIHP) workforce in the UK lacks a nationally recognised training programme, although there are apprenticeship training models in several specialist gender identity clinics and guidelines available from organisations such as the British Association of Gender Identity Specialists (BAGIS), the European Professional Association for Transgender Health (EPATH) and the World Professional Association for Transgender Health (WPATH). The GIHP workforce needs to expand rapidly to meet service need. Professionals, employers, service users and the public need to be confident that clinicians working in this field are appropriately trained and meet threshold standards of competence. Part of this assurance is provided by clinicians' initial qualification and continued registration as statutorily regulated healthcare professionals. A further and complementary aspect of assurance is the successful completion of a suitable programme of professional education, encompassing theoretical knowledge and competencies in practice (CiPs). NHS England has supported the Royal College of Physicians (RCP) to work with a large stakeholder group of people with experience, their advocates and clinicians, to develop a programme of master's level modules with routes to postgraduate Certificate (PGCert) and postgraduate diploma (PGDip) awards. This will launch on 1st November 2019.

The Royal College of Physicians is an independent, patient-centred and clinically-led organisation. It has over 35,000 members worldwide. The RCP's core mission is to drive improvements in health and healthcare through advocacy, education and research. The RCP's Education Directorate supports the continuing professional development needs of doctors and multidisciplinary teams. We provide a wide range of learning opportunities and resources. We take care to ensure that stakeholder voices are heard throughout the lifecycles of educational developments and ongoing quality improvement.

In addition to our work with the GIHP stakeholder group, the RCP is working in partnership with University of London Worldwide (UoLW) to deliver these new academic awards, using their robust academic frameworks and flexible online learning platform. UoLW is a high quality distance education provider which works with diverse partner organisations to offer more than 100 flexible and distance learning programmes to over 50,000 learners worldwide.

The programme of study

The programme is for statutorily regulated healthcare professionals, registered and in good standing with their regulator. It comprises six master's level modules, as shown in the table below. Each module will have two start dates per year (normally September and February).

	Module title	Credit	Delivery
1	Fundamental Ideas in GIHP	15	Distance learning
2	Clinical Responses to Gender Dysphoria Part 1	15	Distance learning
3	Gender Diversity in the Context of Society	15	Distance learning
4	Practicum 1	15	Work-based learning
5	Clinical Responses to Gender Dysphoria Part 2	15	Distance learning
6	Practicum 2	45	Work-based learning

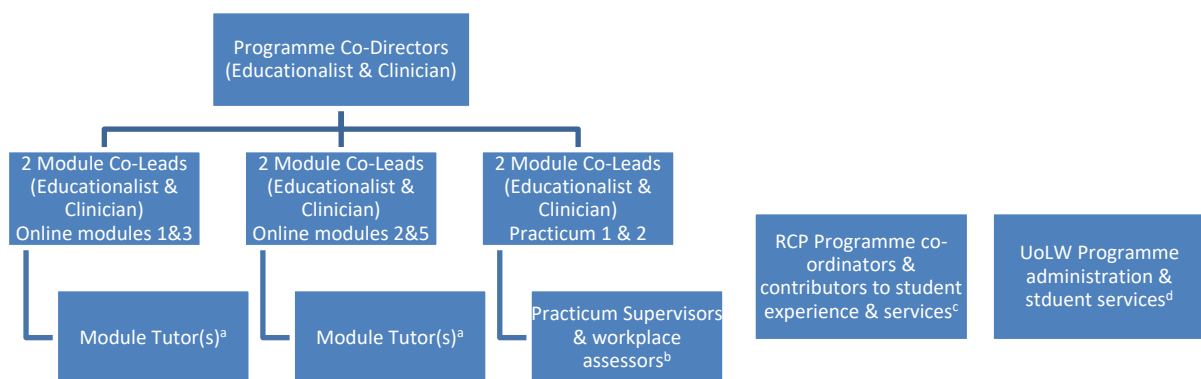
Initially, the Practicum modules will only be available to practitioners working within the NHS. Approval of other practicum settings may occur in due course but will not be a priority in the first year of the programme. Statutorily regulated healthcare professionals worldwide will be able to complete the online learning modules.

Online modules may be studied on a standalone basis (Module 2 is a prerequisite for enrolment on Module 5). In addition, learners may enrol for a PGCert or PGDip award. Those completing the required modules for award will be able to gain one of the following postgraduate awards:

- Postgraduate Diploma in Gender Identity Healthcare Practice: modules 1-6
- Postgraduate Certificate in Gender Identity Healthcare Practice: modules 1-4
- Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare: modules 1, 2, 3 & 5.

Programme management structure

Roles within the programme team are as follows:




^a Each online module team comprises: the two module co-leads and one additional tutor for every 50 registered students (or part thereof). ^b The number of practicum supervisors and assessors is yet to be determined but will reflect the number of practicum settings and the range of expertise required. ^c Line-management within RCP ^d Line-management within UoLW

The operational delivery, strategic development and quality assurance of the programme will be achieved through interactions of the following groups¹ and set in the context of UK Higher Education frameworks for qualifications and quality assurance, English Law,² the commissioning and provision of health services, and health professions' statutory regulation and codes of conduct.



¹ The Programme Advisory Group will comprise people with lived experience and their allies, alongside clinicians, and representatives of organisational stakeholders as appropriate (for example may include relevant professional organisations, employers, service commissioners, ...).
² English law is the jurisdiction for the delivery of the programme. The curriculum will have appropriate regard for gender identity healthcare practice in other legal jurisdictions in order to support critical thinking and to support the accessibility of the curriculum for students practising in other legal jurisdictions.



Additional arrangements for initial development of the curriculum: curriculum oversight group

The programme team will be supported by a curriculum oversight group during the initial development of the curriculum for the launch of the programme. This group will:

- Provide advice to the programme team
- Review the emergent curriculum to help ensure that:
 - Feedback is provided from diverse perspectives
 - The curriculum is a coherent whole, which will work well for learners in its entirety for the award of PGDip and when studied in part, as designed, for the award of PGCert or as individual modules to support continuing professional development (CPD).

The role of Module Co-Lead (Clinical)

Scope: There are three pairs of modules within the programme (online modules 1&3, online modules 2&5, practicum 1&2). Each pair of modules has an educationalist and clinical module co-lead pair, which is responsible for working in collaboration with colleagues to develop and deliver their allocated modules, cognisant of the need for an integrated and coherent programme of study and professional development when learners experience the programme as a whole.

Reports to: Programme Co-Director (Clinical)

Works closely with: programme co-director (educationalist); module co-leads (clinical and educationalists); online module tutors or workplace-based practicum supervisors and assessors; programme administrative support; Staff-Student Liaison Group (SSLG); Programme Advisory Group (PAG), Curriculum Oversight Group

Time commitment: An average in the range of 4-8 hours per week, with peaks and troughs outside this range occurring periodically and reflecting the annual academic cycle. The time commitment at the beginning of the appointment, preparing for the programme launch on 1st November 2019 and overseeing its inaugural run during the 2019-20 academic year, is likely to be towards the higher end of the stated range, dropping in subsequent academic years.

Term of appointment: Until 31 August 2022, to provide leadership within the programme during final preparations for launch and during the first three academic years in which learners are enrolled. Normally, this term will not be renewable.³

Professional qualifications, expertise and experience:

1. Clinical


You must be a statutorily regulated healthcare professional, currently registered and in good standing with the relevant professional regulator. You must have clinical experience in the provision of gender identity healthcare.

2. As an educator:

- It is important that you have relevant experience and expertise as an educator.
- At minimum, you must have experience of supporting less experienced clinicians' learning,⁴ assessing their performance in line with relevant curriculum and assessment requirements,

³ The main circumstances in which requests for extensions may be warranted is avoidance of too many role-holders changing at the same time, and alignment of change with the academic calendar.

⁴ Including discovering learning needs, planning and delivering learning opportunities, providing high quality feedback, and interventions with learners whose performance is below the standards required.



completing associated records and processes in line with the training programme requirements, and personal reflective practice to enhance your expertise as a clinical educator.

- Experience of supporting online learners, assessing learning at master's level and module or programme leadership is desirable. Other forms of master's level teaching, assessment, programme development and leadership would also be an advantage, as would the completion of an accredited programme of professional development as an educator (e.g. FHEA, FAcadMED, PGCert or MSc in Education).
- If you have gaps in the educator expertise and experience required for successful performance of this role (e.g. supporting online learners, assessing learning at master's level, module or programme leadership) you will need to develop the necessary expertise under the supervision and mentorship of RCP educationalists.

3. *Research and scholarship*

- A track record of research or scholarship which is relevant to this role would be an advantage.
- You must demonstrate:
 - understanding (at the level of informed overview) of the quality of the contemporary evidence-base in relation to gender identity healthcare
 - critical understanding of the quality of the evidence for gender identity healthcare practice within your own scope of clinical practice
 - understanding of the interplay between research evidence and day-to-day clinical practice

Responsibilities of the role of module co-lead:

- *Work in partnership with the other module co-leads, learning technologists, programme co-directors, administrative and support services, and the curriculum oversight group to ensure that the programme is ready for launch on 1st November 2019.*

At the programme level this will include, for example:

- adhering to the programme-level requirements, style and development schedule
- attention to the coherence of the programme as a whole
- calibration of the clinical and academic levels presented in learning materials and required in assessments
- collaboration with other module co-leads and the programme co-directors to ensure the appropriate clinical level is maintained across all modules and that duplication of content and/or assessment is avoided

At the level of the two modules for which the role of clinician module co-lead is held, and working closely with the educationalist module co-lead:

For all modules:

- Provide clinical expertise to enable development of module content and assessments on time and within budget, in line with approved module and programme specifications and regulations, and designed to support sustainable delivery
 - recruit and supervise volunteer clinicians to assist with this work and ensure that recruitment and appointment processes follow the appropriate processes
- Ensure the module content is up to date, draws adequately from research and considers the quality of the evidence base
- Provide module-level leadership for the clinical level of the content and assessments for these interprofessional modules

- When standalone study of a module for CPD is permitted by the approved programme specification (subject to any approved prerequisites) ensure the module provides a coherent standalone learning experience in addition to forming an integral part of the wider PGCert/Dip programme
- Ensure input from people with lived experience
- Ensure the module content and processes support international and interprofessional participation
- Shared responsibility (with educationalist module co-lead) for developing module handbooks⁵ for students and staff, which complement the programme handbook and follow the programme-wide template and style
- Joint problem-solving with educationalist module co-lead to ensure both clinical and academic requirements upon the modules and programme are satisfactorily addressed
- Contribution to initial marketing of the programme and individual modules
- Liaison with relevant professional organisations (e.g. BAGIS, EPATH, WPATH), and people with lived experience and their allies.

For online modules:

- contribute to recruitment, induction and training of module tutor(s) from appropriate professional backgrounds for this interprofessional and international programme
- ensure the module content and approach is suitable for healthcare practitioners from diverse professional backgrounds who practise in a variety of service contexts and legal jurisdictions


For practicum modules:

- contribute to recruitment, induction and training of workplace-based practicum supervisors and assessors for this interprofessional programme
- develop guidance and requirements that enable practicum facilitators, supervisors and assessors to understand and deliver their roles with the consistency and validity required for the learning outcomes to be met and assessed sufficiently reliably for confidence in the attainment of professional competencies and the PGCert/Dip awards, whilst providing appropriate flexibility to accommodate some differences in local service delivery or practice contexts.

Work in partnership with the educationalist module co-lead and wider programme team to ensure high quality and sustainable delivery and evaluation of the programme during the academic years 2019-20, 2020-21 and 202-22, and sound planning for subsequent academic years. This will include, for example:

- Module-level leadership of the clinical coherence, clinical level and clinical currency of the allocated modules within this international and interprofessional programme
- Provide (and when appropriate coordinate multidisciplinary) clinical expertise for high quality delivery of the module twice per annum (usually commencing September and February), including for example:
 - Updating or expanding learning materials, as necessary
 - Inclusion of the perspectives of people with lived experience
 - Interaction with students online, e.g. contributions to discussion forums
 - Assessment processes, e.g. set assessment tasks, marking, moderation, recording, participation in examination boards
- Recruitment, induction, management and annual review of clinician module tutors; attention to succession planning for online tutor or practicum supervisor and assessor roles, and your module co-lead role

⁵ Students and staff will access programme documents via the virtual learning environment (VLE)

- 
- Shared responsibility (with educationalist module co-lead) for ensuring the collection and analysis of evaluative feedback from students (e.g. online learning analytics, feedback questionnaires and/or online focus groups, engagement with student representatives) and undertaking improvement actions as appropriate
 - Proposing module or programme amendments informed by tutor and student feedback, or changes in the clinical or policy contexts in which the gender identity healthcare workforce practises; then development as necessary and implementation of agreed amendments in line with relevant regulations and guidance
 - Effective engagement with programme advisory group⁶ and staff-student liaison group
 - Membership of programme management group
 - Support for educationalist module co-lead to oversee all aspects of module management, including for example:
 - advertising; delivery of work-based and on-line elements; assessment and progression of learners in line with regulations and guidance; focus on accessibility, equality and diversity; processing of extenuating circumstances and other special requests in line with relevant policies; correct implementation of student complaint and appeal processes; retention and processing of data in line with regulations; implementing quality assurance processes applicable to UoLW academic programmes; horizon-scanning for pertinent changes in the contexts in which the programme operates and formulation of appropriate responses.
 - Joint problem-solving with educationalist programme co-director and other colleagues, as necessary
 - Horizon scanning and innovation
 - Supporting preparations for high-quality handover to your successor in this role.

Honorary Contract: The role holder will be required to sign a fixed-term honorary contract with the RCP. This will enable the role holder to be given staff access to relevant RCP systems and resources (e.g. email, shared file storage, library resources).

Conduct, confidentiality and managing conflicts of interest


- The role holder is expected to adhere to the RCP500 [Code of Conduct](#).
- During the normal conduct of the role, the role holder will have access to personal information and information of a commercially sensitive nature. Such information must be treated confidentially and in line with relevant regulations, guidance and good practice.
- Conflicts of interest must be declared and managed professionally.
- The role holder will be subject to standard RCP policies in respect of all relevant matters, such as for example: Equality & Diversity; Anti-bribery & corruption; Financial matters; IT access; HR processes; Health & Safety.

Copyright: The RCP will hold copyright of all programme materials⁷ developed by the role-holder, alone or in collaboration with colleagues.

Remuneration: This is an unpaid role.

⁶ See outline of membership in footnote on page 3.

⁷ For example but not limited to: the curriculum and its assessments, physical and electronic documents, audio and film-based resources, images, animations, live performances, web pages and apps



Backfill costs: If applicable, backfill costs to a maximum of 1PA may be paid to the role holder's NHS employer. Costs will be paid in line with RCP policy, which limits backfill costs to basic salary costs, excluding any merit awards.

Expenses: Approved expenses incurred in order to perform the role of programme co-director (clinical) will be paid in line with RCP policy.

Notice period: Four months

Expressions of interest

To express interest in one of the clinician module co-lead roles, please send the following documents to Professor Della Freeth, Executive Director of Education, RCP: della.freeth@rcplondon.ac.uk using 'Module Co-Lead EoI' in the subject line of your email and adding the pair(s) of modules in which you are expressing interest.

- A succinct statement (1-2 pages) which:
 - identifies which pair of modules you are interesting in co-leading
 - highlights key features of the expertise and approach that you would bring to this role, in relation to the role requirements described above
 - describes how performance of this role would develop your professional expertise
- A CV (maximum 4 pages) which demonstrates ways in which your expertise and experience match the requirements of this role

Selection

For efficiency and flexibility, short-listed candidates will be interviewed via a video link.

Queries

If you have any queries please send these to Zara Gorman, PA to Professor Freeth, zara.gorman@rcplondon.ac.uk