



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

Curriculum oversight group



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

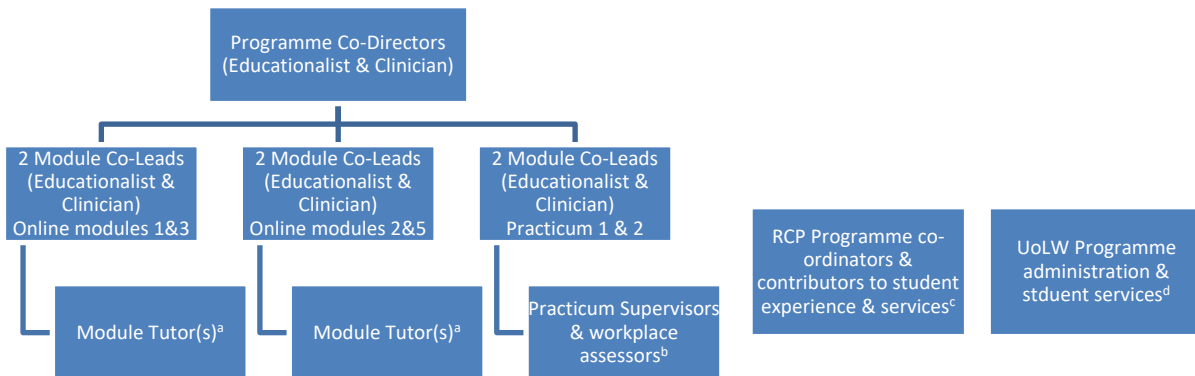
Initially, the Practicum modules will only be available to practitioners working within the NHS. Approval of other practicum settings may occur in due course but will not be a priority in the first year of the programme. Statutorily regulated healthcare professionals worldwide will be able to complete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

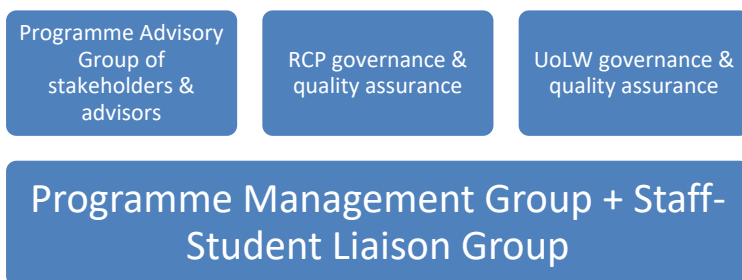
Programme management structure

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

To date the Gender Identity Healthcare Curriculum has been developed through the collaborative efforts of a diverse stakeholder group and RCP educationalists. In the final months of developing the detailed content of the curriculum a Curriculum Oversight Group (COG) will be formed to complement the roles of the programme team, particularly the Programme Co-Directors (clinical and educationalist) and the Module Co-Leads (clinicians and educationalists).

Terms of Reference

The COG 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).

Membership

- Four people with lived experience
- One or two clinicians with experience of gender identity healthcare from (so far as is possible) each of the following specialties/professions: endocrinology, general practice, non-medical prescribers, nursing, pharmacy, psychiatry, psychology, sexual health, speech & language therapy, surgery

Since the role of the COG is to advise and complement the core programme team, the Programme Co-Directors (educationalist & clinician) and Module Co-Leads (clinicians & educationalists) will not be members of the COG.


Ways of working

The COG will conduct its work electronically via an online collaboration environment. Email alerts will be sent to members from time to time.

The core programme team and learning technologists will be developing the suite of online modules, learning resources, assessments and guidance for learners, tutors and mentors to a tight schedule, due to the launch date of 1st November 2018. Consequently, members of the COG will be asked to provide their advice and feedback as swiftly as possible. It is accepted that not every member of the COG will be able to respond to each call for advice or review, although it is expected that every member will make valuable contributions from the perspective of their expertise and experience during these months of rapid development.

The COG will be co-chaired by a person with lived experience and a clinician.

Some members of the COG may wish to express interest in providing content for certain aspects of the curriculum and this would be most welcome. Naturally, these members would abstain from COG feedback in relation to any curriculum content which they had developed.



Time commitment: An average of one hour per week, although peaks and troughs are expected because the COG will need to review coherent sections of the curriculum.

Term of appointment: Until 31 October 2019, after which the short-life COG will be replaced by the Programme Advisory Group.

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.

Copyright: The RCP will hold copyright of all programme materials³ developed by the role-holder, alone or in collaboration with colleagues.

Remuneration: This is an unpaid role.

Expressions of interest

To express interest in membership of the COG, please send the following documents to Professor Della Freeth, Executive Director of Education, RCP: della.freeth@rcplondon.ac.uk using 'COG EOI' in the title line of your email

- A short (maximum 1 page) statement which:
 - identifies whether you are expressing interest in becoming a COG member only, or you also wished to be considered for the role of COG Co-chair
 - highlights key features of the expertise and approach that you would bring to this role, in relation to the role requirements described above
- A CV (maximum 4 pages) which demonstrates ways in which your expertise and experience match the requirements of this role

Queries

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

³ 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