



100% ONLINE CERTIFICATE COURSES



Get your education online, working at your own pace with personal guidance Convenience and flexibility, career advancement and continuation in your profession.

STUDENT PROFILE:

Certificate course participants work in the field of medical or health professions education and have expertise in teaching (e.g., course- and year-coordinators, tutors, trainers, clinical educators, middle-managers, skills lab-coordinators, clerkship coordinators, intern supervisors, and beginning researchers).

1. CURRICULUM AND INSTRUCTION COURSE COORDINATOR: MARYAM ASOODAR, PhD about this course:

OBJECTIVES:

- Course and curriculum design in health professions education
- Instructional design models
- Curriculum analysis
- Needs assessment
- Skills teaching and simulation

WHY:

The certificate course 'Curriculum and Instruction' has been designed for participants who are involved in course design and/or course or curriculum coordination in the field of health professions education. Imagine the following: Your institution asked you to make a contribution to improve the curriculum. Which steps do you need to take, and how can you approach this task systematically? As instructional designer, you need an overview of the curriculum before you can zoom in on more specific parts or aspects that need a redesign. Therefore, you first need to analyse the curriculum to acquire insight into the reasons why change is necessary or desirable. How can you identify strong and weak points, and the causes of these strong and weak points? And how can you then redesign (a part of) the curriculum to improve the weaknesses?

HOW:

When pursuing this course, you will get acquainted with literature about **instructional design** and the importance of a **systematic curriculum analysis**. Then the guidelines and tools that can be used for a curriculum analysis will be explained. For the first assignment you will conduct a curriculum analysis; you will use **guidelines** (e.g. when to analyse, how to **involve stakeholders**) and tools that can be used to systematically analyse a curriculum. With use of this analysis, you will discover strong points and gaps in your own curriculum. For the second assignment, the acquired insights will be used as a basis for a redesign of (a part of) the curriculum, including a scientific justification and a description of future steps to take. After pursuing this course you will be able to systematically analyse the own curriculum and to underpin a **curriculum (re)design** with **scientific evidence**.

Lifelong Learning Challenge

Plan your steps in Health Professions Education



2. ORGANISATION AND LEADERSHIP COURSE COORDINATOR: MOHAMMED MEZIANI, MSc. about this course:

OBJECTIVES:

- Organisation and Management in medical education
- Implementation of curriculum change
- Leadership
- Skills for leaders
- Human Resource Management in education

WHY:

The Certificate Course 'Organisation and Leadership' has been designed for course participants who face the challenges of successfully managing and leading in health professions education or medical education. Like any other organization, institutes for medical education cannot function without good leaders and managers. Staff members are often challenged with the demanding task to lead a multidisciplinary team, even though their professional training did not sufficiently prepare them to become a good manager and leader within an educational setting. How to become more successful in management and leadership in a medical education context?

HOW:

This certificate course starts with an introduction into understanding management and leadership, to make participants aware of the patterns in their behavior as a leader. Then participants will study **organizational framework models** to analyze organizations, and they will diagnose the strengths and weaknesses of their work context. After completing the **organizational analysis**, participants will study theories about **change management**, and work out a plan to **develop strategies** in order to **lead successful change**. Pursuing this course will support participants to understand their own leadership style and the effects of contextual factors on their leadership, and will give insights into how to develop strategies to become a (more) successful leader.

3. ASSESSMENT AND EVALUATION COURSE COORDINATOR: SUZANNE SCHUT, MSc. about this course:

OBJECTIVES:

- Quality in education: course evaluation
- Assessment methods
- Reliability, validity, educational impact
- Strengths and weaknesses of assessments methods

WHY:

Educational quality has become an important issue for higher education managers, teachers and students and the general public is becoming increasingly interested in efficiency and effectiveness of education. As a consequence, most educational institutes have been compelled to develop instruments, processes and procedures to ensure the desired 'educational quality' is delivered. The main goal is to monitor educational quality and gather information with respect to elements of the course in order to improve the course. However, one has to keep in mind that course evaluation is, or should be, part of an internal quality assurance system. The purpose of the assessment determines what methods should be chosen. Assessment drives learning and therefore should be closely matched or aligned to the instruction. High quality assessment is of utmost importance and main quality criteria of assessment are: Reliability, validity, educational impact, acceptance, and costs. Next to that a number of 'modern' assessment methods are arising.

HOW:

Two related topics are central in this course: The first concerns **quality assurance** within educational organizations. In this, (program) evaluation is placed in a larger **framework of concepts of quality and quality assurance** on the basis of literature. The second topic is about student assessment, in which we focus on **modern assessment methods** and how they can be used in (integrated) curricula. At the end of this course, you are well equipped with knowledge and understanding about the concepts of quality and quality assurance within educational organizations and **the role of assessment in education and quality assurance**.