



**UNIVERSITY
OF LONDON**

Programme Specification 2022–2023

Gender Identity
Healthcare Practice

PGDip
PGCert

Theoretical Foundations
for Gender Identity
Healthcare

PGCert

Important document – please read

Contents

Important information regarding the Programme Specification	2
Programme title and qualifications	4
Entrance requirements	7
Educational aims and learning outcomes of the programmes	8
Learning, teaching and assessment strategies	10
Assessment methods	11
Participant support and guidance	11
Quality evaluation and enhancement	12
After graduation	13

Important information regarding the Programme Specification

Last revised 20 March 2022

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes participants will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered participants should use the *ask a question* button in the [portal](#) otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the Gender Identity Healthcare programme:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience, delivered through an online platform (the virtual learning environment) with a coherent and explicit set of learning outcomes and assessment criteria.

Study session: the duration of a module which is 17 weeks. There are two study sessions per year.

Practicum: A practice-based period of study completed in a clinical setting in which participants critically reflect on and apply theoretical perspectives gained from previous modules through completing work-based activities. These work-based activities must be planned and agreed with a workplace supervisor and assessed by workplace assessors. Practicum 1 can be completed in up to two study sessions. Practicum 2 can be completed in a minimum of two and a maximum of three study sessions.

Participant: Those studying on the programme are referred to as participants. This is to acknowledge the wealth of experience individuals bring to the programme.

Log Book: A document, submitted as a PDF, recording participant experiences, numbers of observations, patients seen, variety and complexity of cases and reflections on all of the former, signed off by a workplace-based supervisor.

Clinician: this term is inclusive and describes all statutorily regulated healthcare professionals, registered and in good standing with their professional body.

Key revisions made

The Programme Specification is reviewed annually and revised if necessary. The relevant committee of the University of London, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in participant support.

Where changes have been made which may impact on continuing participants, these are listed below. For all new participants, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

If you have a query about the programme documentation or an operational element of the programme, please contact us. You should use the *ask a question* tab in the [student portal](#).

If you have a query about the academic content of the programme, please contact the [Royal College of Physicians \(RCP\)](#).

Significant changes to Programme Specification 2022-2023

An additional two weeks for assessment preparation have been added to the study session. There are now five weeks of assessment preparation as opposed to three weeks previously, which means the study session is now 17 weeks long as opposed to 15 weeks previously.

Programme title and qualifications

The Postgraduate Diploma and Postgraduate Certificates set out in this programme specification are awarded on a Pass/Fail basis only.

Programme title

Gender Identity Healthcare

Qualifications

Postgraduate Diploma in Gender Identity Healthcare Practice

Postgraduate Certificate in Gender Identity Healthcare Practice

Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare

Intermediate qualifications

The intermediate qualifications for this programme are the Postgraduate Certificate in Gender Identity Healthcare Practice and the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare.

Participants may not normally receive an intermediate qualification and automatically continue to a higher qualification. Where participants successfully complete a Postgraduate Certificate and later wish to progress to the Postgraduate Diploma they must reapply, meet the entry requirements, have access to an approved clinical setting and return their award certificate.

Exit qualifications

The Postgraduate Certificate in Gender Identity Healthcare Practice or the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare may be awarded as an exit qualification.

An exit qualification is an intermediate qualification, for which the participant may not have registered at the outset, but which may be awarded on completion of specific modules in a longer programme of study, if the participant leaves the programme.

Exit qualifications are awarded at the discretion of the Board of Examiners. Following the award of an exit qualification, participants may only be permitted to return to the programme of study if they meet the entrance requirements and can complete the programme within the maximum time allowed.

Individual modules

There is also provision for individual modules to be studied on a stand-alone basis.

Participants may register for up to three modules on a standalone basis without registering for full qualification. Participants may register for up to a maximum of two standalone modules (30 credits) in any one study session. Practicums are not available for study on a standalone basis.

Qualification titles may be abbreviated as follows:

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

Level of the programmes

The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the FHEQ:

- PGDip Level 7
- PGCert Level 7

Individual modules are offered at Level 7.

Relevant QAA subject benchmarks group(s)

See the [QAA website](#) for information:

Not applicable

Awarding body

University of London

Registering body

University of London

Academic direction

Royal College of Physicians

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

Mode of study

Online and work-based study.

For both the PGCert and PGDip Gender Identity Healthcare Practice, participants are required to complete work-based learning and assessment in an approved (specialist) healthcare setting over the course of their programme. The PGCert requires approximately 150 hours of work-based activities and the PGDip requires a further 450 hours. Modules are

Programme Specification 2022-2023 Gender Identity Healthcare (PGDip/PGCert/Individual Modules)

15 credits, and are taken over one study session of 17 weeks which includes approximately 120 structured learning hours over 12 weeks and 30 hours for assessment over 5 weeks.

Programme structures

The **Postgraduate Certificate in Gender Identity Healthcare Practice** consists of:

- Three 15 credit modules;
- One 15 credit Practicum.

The **Postgraduate Diploma in Gender Identity Healthcare Practice** consists of:

- Four 15 credit modules;
- One 15 credit Practicum;
- One 45 credit Practicum.

The **Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare** consists of:

- Four 15 credit modules.

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a participant's effective date of registration, are:

Award	Minimum	Maximum
Postgraduate Diploma	Two years	Five years
Postgraduate Certificate	One year	Four years
Individual modules (standalone)	One study session	Two study sessions

Study materials are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Gender Identity Healthcare qualifications, credits are assigned as follows:

- 15 UK credits or 7.5 ECTS credits for modules;

- 15 UK credits or 7.5 ECTS credits for Practicum 1;
- 45 UK credits or 22.5 ECTS credits for Practicum 2.

One UK credit equates to a notional ten hours of study.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

Currently there is no provision for recognition of prior learning for these qualifications.

Entrance requirements

Postgraduate entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Full details of the programme specific requirements are given on the programme page, under [Entry requirements](#).

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the course page under [Entry requirements](#).

Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems.

The computer must have at least the following minimum specification:

- Windows: 7, 8, and 10 on 64-bit platforms (Windows 10 recommended)
- macOS: OS X 10.14 and higher
- CPUs newer than 2011 (Intel Sandy Bridge or newer)
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations, if applicable (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection (minimum of 0.15Mbps upload speed)

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);

- a pdf reader.

Certain modules may have additional requirements, such as:

- a presentation program that supports Microsoft PowerPoint.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on your programme of study).

Participants with access requirements

The University of London welcomes applications from disabled participants and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other participants to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all participants and that an inclusive environment is created. Participants with a disability, or others who may need access arrangements to assist in taking examinations, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that participants with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other participants. These considerations remain separate from the academic selection processes.

Participants on this programme are responsible for arranging suitable engagement with the approved (specialist) healthcare institutions that will provide the necessary support, guidance and expert supervision to complete the Practicum requirements of this programme. The University of London is unable to enter into any negotiation with these institutions on behalf of the participant.

For further information, see [Inclusive Practice Policy](#)

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the [website](#)

Educational aims and learning outcomes of the programmes

PGCert/PGDip Gender Identity Healthcare Practice

Programme Aims

The programme aims to enable participants to develop an in-depth, evidence-based understanding of gender dysphoria and healthcare for trans and gender-diverse patients,

and the spectrum of clinical care. The application of learning in work-based settings will enable effective and reflective care for patients before, during and after their time within specialist transgender health services and deliver a positive patient experience through evidence-informed practice.

Programme Learning Outcomes

Upon completion of the Postgraduate Certificate in Gender Identity Healthcare Practice, participants will be able to:

- Critically evaluate the concepts and complexities fundamental to healthcare for trans and gender-diverse patients.
- Explain and critically examine their own professional roles within the wider system of healthcare for trans and gender-diverse patients with a focus on interprofessional assessment, management and care of patients throughout their journeys.
- Critically engage with social, historical, cultural and ethical perspectives in addressing trans and gender diversity issues in a range of organisational settings.
- Identify and critically evaluate research evidence that informs the development of policy and service delivery of healthcare for trans and gender-diverse patients.
- Demonstrate inclusive and evidence-based practice within a supervised setting when interacting with, and offering guidance to, trans and gender-diverse patients

Upon completion of the Postgraduate Diploma in Gender Identity Healthcare Practice, participants will also be able to:

- Formulate and justify recommendations for appropriately tailored treatment plans for trans and gender-diverse patients from the perspective of the their professional role(s).
- Demonstrate the ability to practise autonomously and provide clinical leadership in gender identity healthcare within interprofessional teams and within their specific professional role(s).

PGCert Theoretical Foundations for Gender Identity Healthcare

Programme Aims

The programme aims to enable participants to develop an in depth, evidence-based level of understanding of gender dysphoria and healthcare for trans and gender-diverse patients, and of the spectrum of clinical care. It will enable participants to critically evaluate care for trans and gender-diverse patients.

Programme Learning Outcomes

Upon completion of the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare, participants will be able to:

- Critically evaluate the concepts and complexities fundamental to healthcare for trans and gender-diverse patients.

- Explain and critically examine their own professional role(s) within the wider system of healthcare for trans and gender-diverse patients with a focus on interprofessional assessment, management and care of patients throughout their journeys,
- Critically engage with social, historical, cultural and ethical perspectives in addressing trans and gender diversity issues in a range of organisational settings.
- Identify and critically evaluate the research evidence that informs the development of policy and service delivery in care for trans and gender-diverse-patients.
- Formulate and justify recommendations for appropriately tailored treatment plans for trans and gender-diverse patients from the perspective of the participant's professional role(s).

Learning, teaching and assessment strategies

The learning, teaching and assessment strategies are designed to meet the professional learning needs of a diverse group of healthcare practitioners working in specialist gender identity clinics and with trans and gender-diverse patients in non-specialist healthcare settings or organisations that make referrals to gender identity clinics. They draw upon traditions of online learning and work-based learning and assessment.

The core principles are outlined below:

Ensuring participants are prepared for study

An online induction will ensure that they are familiar with the learning environment and sources of support during their studies.

An engaging and collaborative learning environment

All participants will have access to an online learning environment with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills-based outcomes throughout the curriculum. Participants will have access to online peer support through online discussion forums.

Learning content

The learning content will be designed to provide participants with opportunities to engage with new ideas, evidence-based practice and activities that encourage reflective and deep learning, with accessibility a key feature to enable participants to study across a range of mobile and media channels.

Participant support

All participants will have access to the online learning environment, learning content, tools and activities related to their chosen programme or module of study. Participants will also receive support via their online tutors.

Assessment

A core feature of this programme will be a varied range of learning activities embedded within the content for each module, designed to provide formative feedback to participants

on their progress towards achieving module and programme learning outcomes. Summative assessment methods will be designed to facilitate critical engagement with participants own professional development.

Practicums

The two Practicums are delivered by work-based learning in specialist, approved gender identity healthcare settings and the participants are supported and assessed by clinical educators in these settings with support from the programme team.

Staff Development

The design, development and delivery of this programme will be supported with training for clinicians and specialist staff involved in the development of the materials and assessment; work-place educators and assessors; module leaders and online tutors. Their development will be enhanced by support from Senior Educationalists and Learning Technologists in the Education Directorate of the Royal College of Physicians.

Assessment methods

Modules are assessed by a variety of methods including online discussion and coursework. Assessment of a module is on a pass/fail basis which will be based on all weighted elements of assessment in the module.

Practicum 1 and 2

The Practicums are work-based practical periods of study and are assessed by an electronic log book (PDF document) recording participants' experiences, numbers of observations, patients seen, treatment plans and referrals made, variety and complexity of cases and reflections on the former, signed off by a workplace-based supervisors and assessors. These multiple perspectives provide a level of externality and rigour. Specific guidelines for minimum expectations will be provided and the final academic summative assessment of the Practicums is undertaken by the module team.

Individual modules on a standalone basis

A participant may choose whether or not to be formally assessed in the credit-bearing individual modules for which they are registered. Participants who choose to be formally assessed will be examined in the same way as participants studying for a qualification.

Participants cannot take the Practicums as individual modules.

Full details of specific assessment methods can be found in the [Programme Regulations](#).

Participant support and guidance

The following summarises the support and guidance available to participants:

- [Student Portal](#): for accessing student induction, study skills support, careers and employability resources, student wellbeing advice.

- [Student Guide](#): This provides information which is common to all participants and gives guidance on a range of issues from the start of a participant's relationship with the University of London through to their graduation.
- The Virtual Learning Environment ([VLE](#)): This gives access to materials (including lessons, activities and assignments) for each module studied.
- [Programme Handbook](#): This tells participants how to access available resources and assessment and examinations procedures.
- Module handbook for each Module studied; these introduce and develop the topics.
- [Programme Regulations](#).
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- University of London library: Registered participants may use the resources located within the Senate House library.
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London collaborated with the Royal College of Physicians (RCP) to develop this programme, with the RCP responsible for providing academic direction and content. The programme is governed by the University of London, the policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules, Guidelines for Examinations, General Regulations](#) and, for each programme, [programme specific regulations](#).

Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, this programme will be developed to the same standard as would be applied within the University of London. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the participant experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;

- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual participant information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from participants is the Student Experience Survey. Carried out every two years, this collects feedback from the participant body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study, participants will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for participants to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit participant members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Participants can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

The Alumni Community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)