

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

| Section 1 - General Course Information | |
|---|---|
| Course Title | Medical Education |
| Qualification | MA |
| Intermediate Qualification(s) | PgDip Medical Education (separate CIF) [PD MEC] PgCert Medical Education (separate CIF) [PC MEC] PgCert Medical Simulation (separate CIF) [PC MESAAP] on pause due to staff shortage |
| Awarding Institution | University of Bedfordshire |
| Location of Delivery | AP |
| Mode(s) of Study and Duration | Part time pathway, typically over 3 years |
| Core Teaching Pattern | Core pattern 4 (October start). Core pattern 8 (February start) |
| FHEQ Level | 7 |
| Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement | Academy of Medical Educators endorsement for intermediate qualifications. AOME reference 004/2013 for PgCert Medical Education. AOME reference 006/2013 for PgCert Medical Simulation |
| PSRB Renewal Date | 14/05/18 |
| University of Bedfordshire Employability accreditation | |
| Route Code (SITS) | MAMEC |
| Subject Community | Healthcare Practice (change of dept name) |
| UCAS Course Code | |
| Relevant External Benchmarking | QAA Quality Code section A1 (The Framework for Higher Education Qualifications) – Level 7. Academy of Medical Educators (2014) Professional Standards for Medical, Dental and Veterinary Educators. Accessed at www.medicaleducators.org [last accessed 25 Jan 15] |

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

Students follow diets for one of the named PgCert awards specified (PgCert Medical Education or PgCert Medical Simulation or). The PgCert awards have separate CIFs. They then choose 60 credits of options to complete the taught stage of this course, before progressing to the dissertation stage. do a Medical Education Research Project. A course diet is provided as an appendix to the CIF.

Year 1

Students complete 60 credits following the diet for ONE of the following PGCerts: PCMEC, PCMESSAP

Year 2

Students complete 60 credits of optional units from those offered for the PgDip in Medical Education

| Code | Credits | Unit name | Core/ Option | Period of Delivery |
|--------|---------|---|-----------------|-----------------------|
| MEC003 | 30 | Medical Education in Practice | Option | S1 and S2 |
| MEC011 | 30 | Simulation in Practice | Option | S1 and S2 |
| MEC001 | | Educational Policy and Leadership | Option | S 1 |
| New | 30 | | Option | S1 and S2 |
| New | 30 | | Option | S1 and S2 |
| MEC004 | 30 | Educational Perspectives for the Workplace (new name) | Option | S1 and S2 |
| MEC014 | 30 | Workplace Based Learning | Option | S1 and S2 |

Year 3

Students complete the following project unit

| | | | | |
|-----|----|------------------------------------|--------|--|
| New | 60 | Medical Education Research Project | core | TY (October and February start points) |
| | 60 | | Option | |

Why study this course

This course supports your development as medical educator, scholar and leader. It provides opportunities to develop your thinking and practice within a dynamic multi-disciplinary community of clinical educators. The course team model learner-centred teaching, learning and assessment practices. Assessments foster strong links between your learning and practice. You then complete a supervised Medical Education Research Project in an area of professional interest.

Course Summary – Educational Aims

Our course is concerned with the contemporary practice of 'clinical' education in both Higher and Professional Education contexts. It recognises the diverse educational roles and responsibilities of those involved in the design, delivery and evaluation of clinical education.

It will provide you with sound theoretical underpinnings for the practice of clinical education in its contemporary policy, professional and practice contexts. The course aims to foster the development of a full range of clinical educator skills and therefore will provide you with opportunities to engage in a range of work-related, professional development activity readily adaptable to your educational roles and responsibilities.

The course provides opportunities to develop interests and expertise in chosen areas. For example, this may be as an educational leader (Educational Policy and Leadership), or in the educational uses of simulation (Simulation in Practice). At the dissertation stage you undertake an educational research project (Medical Education Research Project).

Specifically, the educational aims of the MA in Medical Education course are to help you to

- position clinical education in both historical and contemporary theoretical, policy and professional contexts
- adopt a critical, analytical and reflective stance towards clinical education and its practice
- develop your skills as an educator and educational leader in Higher Education and/or Professional Education contexts
- promote your critical self-awareness and reflexivity in relation to the practice of education and your current and /or future educational leadership roles
- foster creativity, innovation and ethical practice in medical education research, development and leadership
- recognise and utilise the benefits of inter-professional and collaborative learning opportunities

Entry requirements

Standard:

Standard entry requirements for UK students –

<http://www.beds.ac.uk/howtoapply/course/postgraduate>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/course/postgraduate>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

PSRB details

The PgCert in Medical Education and the PgCert in Medical Simulation have been endorsed by the Academy of Medical Educators, against their Professional Standards in the following domains

1. Design and planning of learning activities
2. Teaching and supporting learners
3. Assessment and feedback to learners
4. Educational research and evidence based practice
5. Educational management and leadership

Successful graduates of this course are therefore eligible to apply for membership of the Academy of Medical Educators through the accredited courses route. Information on how to apply can be found here: <http://www.medicaleducators.org/index.cfm/profession/accreditation/> [Last accessed 10/06/15].

Graduate Impact Statements

Graduates of this course will be able to evidence their competence as medical /healthcare educators in line with the relevant professional standards of their own professional body.

In particular, they will take an informed, learner-centred approach to the design, delivery and evaluation of teaching, learning and assessment activities. They will recognise the value of high quality feedback and use this to guide student and trainee development.

They will be able to draw on educational and leadership theories and concepts, using these as analytical tools. This enables them to develop and analyse their own and others practices as medical and healthcare educators. They will be able to source, synthesise and critique educational literatures pertaining to medical and healthcare education and training. They will be able to write for a range of academic purposes and present ideas effectively in verbal and written forms.

They will have a clear sense of their educational role responsibilities and offer guidance to peers who wish to develop their own educational practices. In this sense they will evidence emerging educational leadership capabilities.

They will have developed skills in project design, management and evaluation, either through an educational research project or a project which seeks to innovate and improve an aspect of healthcare education and training.

Higher Education Achievement Report - Additional Information

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Learning and Teaching

The Course aims to offer transformative learning experiences, which model best and creative practice in learning, teaching and assessment. The team draws upon a wide range of established and innovative approaches to learner support and development. The learning and teaching strategy combines face-to-face contact days with supported on-line learning, with students benefiting from the multi-disciplinary learning environment.

Contact days. Here you will experience a wide range of interactive teaching and learning approaches including seminars and workshops. Units actively draw on peer-group discussions and collaboration, including structured group work leading to presentations and/or a student conference (see in particular Educational Policy and Leadership, Educational Perspectives for the Workplace and Workplace Based Learning). The Simulation in Practice unit has a strong experiential learning element; you will design and participate in high fidelity, blended simulation scenarios. The project units draw on the experiences of the course team and course alumni to provide opportunities to engage with issues of project design and implementation. These days include work with research data in order to rehearse data analysis techniques. You will have one or more named project supervisors who offer up to 10 hours of supervision time over the course of the unit.

On-line elements include guided and independent learning elements. You will engage in individual work (e.g. the development of a reflective journal, contributions to moderated discussions and reading groups) and collectively (e.g. the development of a group wiki, the use of open blogging). The on-line environment also acts as a gateway to key resources and learning materials. All units adopt a blended approach.

Academic literacies: Throughout the course you will also have the opportunity to rehearse and develop skills in writing for a range of academic purposes, preparing you for the dissertation stage of the award. You will develop a range of academic literacies, including literature-searching, selection, synthesis and critique, that you will put to use in your independent project work.

The course team draws on expertise from their own practice as educators in higher and professional education settings. They also draw on their scholarship and research, which spans approaches to teaching, learning and assessment in virtual, real and simulated learning

environments.

Developing your employability

The course develops the skills and practices of those who wish to enhance their capacity to fulfil educational role(s) in medical and other healthcare education contexts. By participating on this course you will be ideally placed to respond to current and future developments in educational policies and practices.

The PgCert courses that lead into the MA in Medical Education are accredited by the Academy of Medical Educators; they provide a sound basis for evidencing your competence as both a clinical and educational supervisor. The PgDip stage allows you to deepen your understandings and extend your skill set as a medical educator. The dissertation stage develops your scholarship and ability to independently design, implement and evaluate a medical education research or development project. Both projects position you to adopt a critical stance to existing practice and lead improvements and innovation.

It is anticipated that graduates of the course are well prepared to assume named educational roles and responsibilities, including educational leadership responsibilities, albeit commensurate with experience.

Department (s)

Healthcare Practice

Assessment

The assessment strategy for the course combines formative and summative elements i.e. assessment for learning and assessment of learning. It is designed to foster strong links between learning on the course and the lived realities of medical and healthcare educators working in Higher and Professional education contexts. It is also designed to enable you to evidence your competence as a medical or healthcare educator, in order to satisfy requirements of professional bodies and regulators.

The choice of assessments is determined on the basis of their fitness for purpose i.e. to evidence achievement of unit learning outcomes at Masters level (Level 7). However, they also rehearse writing for a range of academic purposes; an early assessment point in the core unit for the PGCert in Medical Education, for example, is designed to rehearse writing in the reflective genre and Harvard referencing conventions. Later assessments move to writing in the academic genre, within the traditions of the social sciences. Increasing emphasis is placed on academic literacy and the ability to present complex ideas coherently with reference to appropriate literature. Plentiful opportunities are built in to the course to rehearse these skills, e.g. exercises in problematizing, practice in assessing exemplars of actual (anonymised) assignments, using the criteria we use on the course. By modelling and analysing best practice in educational assessment, we hope students will gain confidence and skills in critiquing, using and developing their own approaches to assessment.

To enhance your understanding and experiences of assessment practices (relevant to your role as an educator) you will encounter a wide range of assessment methods. Examples of assessment methods used across the course are: evidence-based portfolios (e.g. Medical Education in Practice, Simulation in Practice,); academic papers (e.g. Educational Perspectives in the workplace) critical appraisals (Workplace Based Learning); Oral presentations (Educational Policy and Leadership); Case Studies (Workplace Based Learning, Simulation in Practice) Reflective assignments (Medical Education in Practice, Educational Policy and leadership) Literature review (Workplace Based Learning and Medical Education Research Project) and research proposals

(Projects) Details of assessment methods are found in each UIF.

The assessment map below illustrates the assessment experience of a student on the MA in Medical Education who completes 60 credits per year, chooses the Medical Education Research Project and takes three years to complete the award.

After Graduation

It is anticipated that students will continue to work within their place of current employment. Some students may move on to senior roles in education.

Student Support during the course

The MA Medical Education course co-ordinator and course team maintain oversight of your student learning experience, encouraging you to express your needs, ideas and concerns and provide feedback to enable continual improvement in course delivery.

Unit leads and their teaching teams offer academic support and guidance during each unit. In addition, you will have a named personal tutor who will guide you through your award and direct you to additional resources and sources of support should the need arise. The team actively fosters collaborative working among peer groups, and students are encouraged to find ways to support each other, albeit informally.

Other specialist forms of support are available. For example, there is a named subject specialist librarian who can help you work with literatures. You may also access additional support with academic writing through the Study Hub . Your course handbook will signpost you to relevant sources of support.

Students with disabilities

This course combines face-to-face and distance learning elements requiring engagement with on-line learning materials and resources. These include text-based, audio and audio-visual materials. We are able to produce transcripts for audio and audio-visual materials should they be required. Text-based materials can be produced in a format suitable for use of text-speech applications. Applicants are encouraged to discuss potential access needs with a member of the course team. Students are able to access specific guidance through our Student Disability and Dyslexia support team. Further information is available at: <http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2>

Assessment Map

The assessment map includes all units and is divided into taught stage and dissertation stage. This is a part time course, typically studied over 3 years.

In Year 1, students typically complete the course diet for a named PgCert award (PgCert Medical Education or PgCert Medical Simulation before choosing 60 credits of optional units to complete the PgDip in Year 2. In the final year, they undertake a project unit (shown in map). Students typically complete 30 credits per semester.

Taught stage

| Unit code | | Week of unit | | | | | | | | | | | |
|--|----------|--------------|------|---|---|---------|-------|---------|---------|--------------------|----|---------|--------|
| Taught stage | Semester | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| MEC003-6 Medical Education in Practice | 1 or 2 | CW-RW | | | | | CW-RW | | | | | CW-Port | |
| MEC004-6 Educational Perspectives for the Workplace | 1 or 2 | | | | | WR-I | | | | | | CW-ESS | |
| MEC011-6 Simulation in Practice | 1 or 2 | CW-RW | | | | WR-Prob | | | | | | CW-CS | CW-RW |
| MEC014-6 Workplace Based Learning | 1 or 2 | | | | | CW-LR | | | | | | CW-CS | |
| | 1 or 2 | | WR-I | | | | | WR-WB | | | | CW-RW | |
| | 1 or 2 | | | | | | | CW-Data | | WR-Post & PR-OT | | | CW-RW |
| MEC001-6 Educational Policy and Leadership | 1 or 2 | | | | | | | | PR-Oral | CW-RW | | | CW-Ess |

| Dissertation stage | Week of unit | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|----|-------|----|----|------|----|----|-------|----|----------|----|----|----|------------|----|----|----|----|----|----|----|---------|
| Unit code/name | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 to 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | |
| MEC019-6 Medical Education Research Project | | | CW-LR | | | | | | CW-RW | | | | | | | | | | | | | | PJ-Diss |
| | PR-Oral | | | | | WR-I | | | | | | | | | PJ-Exhibit | | | | | | | | PJ-Proj |

| Unit Code | C/O | Weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|-----|-------|---|---|---|---------|-------|----|---------|-------|-------|---------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|---------|--|--|--|
| | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 38 | 45 | | | | | |
| YEAR 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MEC003-6 | 0 | CW-RW | | | | | CW-RW | | | | | CW-Port | | | | | | | | | | | | | | | | | | | | | | | |
| MEC004-6 | 0 | | | | | WR-I | | | | | | CW-ESS | | | | | | | | | | | | | | | | | | | | | | | |
| MEC011 | 0 | CW-RW | | | | WR-Prob | | | | | | CW-CS | CW-RW | | | | | | | | | | | | | | | | | | | | | | |
| MEC014 | 0 | | | | | CW-LR | | | | | | CW-CS | | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MEC001 | 0 | | | | | | | | PR-Oral | CW-RW | | | CW-Ess | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medical Education Research Project | | | | | | | | | | | CW-LR | | | | | | | | | | | | | | | | | | | | | PJ-Diss | | | |

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon completion of the course students will be able to demonstrate:

1. the skills, attitudes and practices of a 'competent' teacher, including an awareness of personal responsibility and professional codes of conduct as is appropriate to your practice in complex and often unpredictable environments.
2. a capacity to independently evaluate relevant research, scholarship and practice, including the ability to synthesise information from a range of sources and the capacity to deal with complexity, contradictions and gaps in the current evidence base.
3. a systematic understanding of the wide range of learning, teaching and assessment methods used across all levels of clinical education and training and be able to selectively and effectively use these in practice
4. a capacity to critically appraise both your own and others' practice as educators and an ability to identify and address emerging development needs through independent and/or collaborative activity
5. recognition of your current and potential capabilities as educators and educational leaders, aiming to develop constructive and reflective learning, teaching and working relationships with colleagues and trainees
6. a capacity for innovation in education through the design, implementation and evaluation of a small scale education research project

Course-specific regulations

N/A

Teaching, Learning and Assessment

This course has been explicitly designed as a blended-learning course, combining face-to-face learning (on study days and workshops) with supported, interactive on-line learning. In addition, the course requires students to make explicit links between their learning on the course and the practices they adopt as clinical educators in their own workplaces. This is primarily through the assessment strategy, which combines formative and summative elements.

The team seeks to adopt the principles of research-informed teaching and draw on published scholarship and research, including their own, when designing teaching, learning and assessment practices. The curriculum design purposefully builds from 'specialist' PgCerts which provide opportunities for new students to develop interests and practices in either Medical Education or Medical Simulation. Each of the PgCerts have one core unit which invites a close examination of their current teaching, learning and assessment practices, placing these in relevant practice contexts. Whilst the students' own practice is the starting point, they are increasingly required to hold their practice up to that of their peers (e.g through peer observation of teaching) and that reported in the educational literatures. Optional units invite deeper engagement with the learning literatures and shift emphasis from writing in the reflective genre to formal academic writing. Throughout the PgCert stage, engagement with the on-line learning environment is carefully scaffolded, with students initially using blogging and journaling tools, moving into discussion

boards and wikis

At PgDip stage students choose 60 credits of optional units. There are opportunities to deepen their engagement with the learning literatures (they may, for example chose to do Workplace Based Learning and /or Educational Perspectives for the workplace if they did not elect them at the PgCert stage). They may also choose a 'leadership' or 'simulation' focus. Contact days include seminars, group-work and workshops, where students experience and rehearse approaches to teaching and leading learning. There is a focus on enhancing communication skills e.g. rehearsing oral presentation skills, engaging in professional conversations about teaching practices, strategies for developmental and potentially 'difficult' conversations. Information literacies are developed with the support of a subject specialist librarian.

Throughout the taught stage, students continue to engage with a range of interactive on-line learning activities involving collaboration with peers and discussion with unit teaching staff. Assessment modes are aligned to the outcomes and purposes of each unit. They include literature review and critique, portfolio-based work, case-study work, academic papers, reflective narratives and reports. Formative assessment elements rehearse students in academic genres and support the development of sustained, evidenced argumentation. In these ways, teaching, learning and assessment activities across the course are designed to enable students to rehearse and hone skills required for assessment tasks. For example, plentiful group work enables students to articulate and develop ideas in collaboration with peers, explaining and critiquing ideas not your own, and presenting a critical analysis of them in a "student conference". Reporting and reflecting on collaborative work prepares students for the longer and more challenging task of writing academically.

The dissertation stage allows students to make a choice about the type of project they wish to undertake. Both projects involve contact days where approaches to project design and implementation are explored and rehearsed. Students may elect to undertake an educational research project where they engage in primary or secondary research. Alternatively, they may elect to design an educational intervention that seeks to transform current educational practices. Both types of project involve engagement with the learning literatures and require explicit consideration of the ethical implications of insider research and development activity. They also require students to evidence careful project design and research and/or evaluation methodologies. They each require the students to undertake independent work, with the support of a named supervisor.

Additional Academic Information

Peer-assisted learning (PAL)

Initial Assessment

The following units are typically the first unit undertaken for the MA in Medical Education (through a specialist PGCert pathway): Medical Education in Practice (week 4) or Simulation in Practice (week 6).. They each have an early assessment point which rehearses writing in the specified genre and Harvard referencing (see assessment map). These early assessment points are designed to increase confidence but also to identify any students who may need some early, additional support.

Improving students' learning

All students are invited to attend a bespoke induction event that provides an overview of the course, expectations for engagement and sources of support. This includes how to access the online learning environment and learning resources sites.

Formative assessment opportunities are designed to rehearse students in genres of writing and the academic conventions of the social sciences. There are opportunities to see exemplars (previous students' work) and engage in a meaningful dialogue about assessment tasks and criteria (supported by assessment briefs).

Engagement with the on-line learning elements is carefully scaffolded with students accessing a range of tools over a period of weeks.

Feedback from students is solicited using University of Bedfordshire tools, such as the BUS Survey and Tell Us function within BREO. In addition, students are invited to participate in course team and portfolio executive structures. Their feedback is used to develop pedagogic practices.

Opportunities to identify emerging development needs and consider strategies to address these are explicitly built into the course. Formative assessment elements also focus on action plans for improvement and strategies to address these. All students are encouraged to engage in developmental conversations with their unit tutors and their peers through individual journals and shared blogs set up in Breo.

Academic Integrity

Guidelines, with relevant examples on referencing and presenting work, are included in BREO in all units. Exercises on contact days in which students rehearse assessment, include a focus on this academic skill, as well as on plagiarism and how to avoid it. Formative feedback emphasises the need to acknowledge the ideas and/or words of published authors appropriately. The initial assessment points enable an early dialogue around this issue.

HEAR implementation

Internationalisation

The course has a particular and distinct focus on medical education and training in the UK. However, the course team draws on global exemplars and literatures. The engagement with the learning literatures invites consideration of historical and cultural influences on the ways in which learning is understood and the pedagogic practices which emerge.

Sustainability

This course incorporates approaches, skills, materials and assessment styles that are mirrored in the students' professional lives or the wider professional communities in which they work and learn.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

| | |
|---|-------------------------------------|
| Faculty | Health and Social Sciences |
| Portfolio | Medical and Dental Education |
| Department/School/Division | Healthcare Practice |
| Course Coordinator | Victoria Martin |
| Version Number | 2/15 |
| Approved by (cf Quality Handbook ch.2) | University Review Event |
| Date of approval (dd/mm/yyyy) | 23/03/15 |
| Implementation start-date of this version (plus any identified end-date) | October 2015 |

Form completed by:

Name: Victoria Martin Date: 22 Jan 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

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| Course Updates | | |
|-------------------|------------------|-------------------|
| Date (dd/mm/yyyy) | Nature of Update | FTQSC Minute Ref: |
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