

# Intercalated MSC Medical Education Application Handbook 2024-25



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## Aims and Objectives of the Course

This intercalated degree provides an opportunity to acquire a better understanding of medical education as an academic discipline, and includes an in-depth research project, with opportunities to explore different methodological approaches. As well as offering students a chance to develop themselves as clinical teachers, through reflective practice and the development of an educational portfolio, they will also learn to critically appraise the medical education literature, synthesise academic content from allied academic disciplines, and, through the research project, submit an academic paper for publication. This combination of practical teaching development with an extensive research element, makes the BSMS iMSc unique as an intercalated degree in medical education in the UK.

Completion of the iMSc should also increase participants' chances of successfully gaining a teaching position within the healthcare system, particularly if they wish to pursue a medical academic career. Other benefits include the improvement of long-term career prospects, with the opportunity to gain transferable research skills, to publish collaborative scientific papers, and to gain experience in presenting at national and international conferences.

## Entry Requirements

Applicants will ideally be in the top 50% of their academic year, with no fails in the preceding 2 years. However, this is flexible and each case is assessed on its merits. It is anticipated that students will be actively engaged in some form of teaching, normally at least 20 hours in the year.

The selection process will be based on written applications and interview.

Candidates will be expected to demonstrate their potential for studying at Master's level through supplying written evidence as part of the application process. The personal statement section of the online application form should:

- Clearly outline your reasons for wanting to undertake the course
- Explain what you hope to gain from the course, both personally and professionally.

The deadline for applications is the end of April preceding the September commencement of the course.

All applications will be subject to the University Equal Opportunities Policy. Students for whom English is not a first language must demonstrate an acceptable standard of comprehension and communication in the English Language (IELTS 7.0).

## Course Structure

The course starts with an Induction Day for all successful applicants on Tuesday 17th September 2024 and you are strongly advised to attend, especially if you have not studied academically at Masters level before.

This is a Masters level course, jointly validated by the Universities of Brighton and Sussex. It has a modular structure and all modules are compulsory. The programme is designed so that the award can be completed in one year.

MSc in Medical Education (180 credits)	(credits)
Learning and Teaching in Medical Education (5 days)	(20)
Pedagogical Practice in Medical Education (4 days + portfolio support day)	(20)
Advanced Communication Skills and Strategies in Medical Education (5 days)	(20)
Research Methods & Critical Appraisal (5 Days)	(20)
Medical Education Research Dissertation	(100)

## Course Delivery & Timetable

The iMSc consists of 5 modules. You will start with **The Research Methods & Critical Appraisal** module (MDM 10). This is because you need to get going with planning your dissertation, and the assignment from this module paves the way for your Medical Education Research Dissertation project. **The Research Dissertation** (MDM142) will need to be completed in 6-8 months, commencing with the Dissertation Day in early November until mid-summer 2024. Your educational supervisors will be allocated after completion of the MDM10 module.

The educational supervisors will normally be the Course Leader or Deputy Course Leader for the educational modules, and the module leader for the Research Methods module. The Course Leader or Deputy will normally also provide pastoral support for intercalating students, since it is acknowledged that there may be specific issues experienced by intercalating students which require a closer relationship than would be normal for older postgraduate students.

The course has a blended delivery model which means that teaching will take place either face-to-face at our Falmer campus or via our online teaching platform on Microsoft Teams.

KEY		Online Teaching				Campus Teaching			
iMSc Medical Education: 2024-25 Cohort									
Year	Month	Induction Day	Research Methods & Critical Appraisal (MDM10A)	Dissertation (MDM142)	Learning & Teaching (MDM28A)	Pedagogical Practice (MDM140A)	Advanced Communication Skills & Strategies (MDM29A)		
2024	Sep	Tue 17 Sep						SEM 1	
	Oct		Mon 14 Oct to Fri 18 Oct		Tue 1 Oct				
					Tue 8 Oct				
					Tue 22 Oct				
	Nov				Mon 4th Nov	Tue 5 Nov			
						Tue 12 Nov	Wed 26 Nov		
						Tue 3 Dec			
Dec				17th Dec Panel Submission		Tue 10 Dec			
						Tue 17 Dec			
2025	Jan							SEM 2	
	Feb						Tue 4 Feb		
									Tue 11 Feb
									Tue 25 Feb
	Mar						Wed 12 Mar Workshop		Tue 11 Mar
									Tue 18 Mar
Apr									
May									
Jun									
<b>Total Attendance Days</b>		1	5	1	5	5	5		
<b>Assignment Due</b>		n/a	04 Feb 2025	03 Sep 2025	04 Feb 2025	08 Apr 2025	03 Jun 2025		

## AoME Accreditation

The PGCME (which is part of the iMSc) has been awarded full accreditation by the Academy of Medical Educators (AoME), the professional body which accredits medical education courses across the UK. One of the modules (Pedagogical Practice in Medical Education MDM 140) necessitates the development of an Educational Portfolio specifically aligned with the AoME Professional Standards; the other modules help medical teacher development in complementary ways. This accreditation means that students successfully completing the PGCME modules will be eligible to apply for full membership of the Academy of Medical Educators through the shortened assessment process; membership permits the use of the 'MAcadMED' post-nominals, formally recognised by the GMC. See: <http://www.medicaleducators.org/>

## Modules

### Research Methods and Critical Appraisal MDM10

The module aims to provide students with an understanding of:

- How to use evidence in medical education research;
- Research methods in health and social care and the ability to relate appropriate methods to research questions.
- How to search and critically review the literature,
- How to develop and justify a research proposal and to anticipate potential ethical issues in their research proposal.

By the end of the module the participants should have:

- demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
- systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject
- produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area
- critically appraise a variety of research papers across a range of study designs
- carry out an appropriate, rigorous review of the literature
- be aware of ethical and governance issues in research

### Medical Education Research Dissertation MDM142

#### Aims

- allow students the opportunity to engage in a rigorous piece of educational research related to medical and or inter-professional teaching and learning;
- enhance skills in managing educational research in practice.
- Prepare and publish a high-quality paper in a peer-reviewed journal, and/or present research findings at national or international medical educational conferences.
- to promote a critical awareness of the place of 'medical education research' as an academic discipline, and the importance of its appropriate use in the praxis of teaching;

#### Learning Outcomes

- a high level of autonomy and responsibility in planning and executing educational research;
- a comprehensive knowledge and awareness of current medical educational literature and its quality;
- systematic identification and justification of a realistic research question and the appropriate

methodology to address this;

- successful governance and ethics application to the relevant regulatory authorities;
- advanced knowledge and application of research theory for participant selection, data collection and analysis used in the chosen design(s);
- critical commentary on the study conduct and management and drawing appropriate conclusions for practice and future research;
- ability to communicate their research findings to academic and clinical audiences through a high standard of academic writing for dissertation, presentation, viva, and publication.

## Learning and Teaching in Medical Education MDM 28

The module aims to ensure the teacher is also a learner by enabling the participants to:

- Appreciate different **models of teaching** in both academic and practice settings;
- Develop and enhance their **teaching skills in & personal philosophy** of medical education;
- Develop an understanding of **curriculum, evaluation and assessment** in medical education;
- Gain an awareness and familiarity in **enhanced technology** in medical and health education;

By the end of the module the participants should have:

- Examined their own **personal philosophy of learning**;
- Critically reflected on **the notion of 'self'** in teaching, and the development and enhancement of their teaching skills;
- Critically appraised the nature of **evidence in medical education**, and advanced their own engagement in education research literature;
- Become **critically aware of developments nationally and internationally in medical education** and the implications of these developments for course design;

## Pedagogical Practice in Medical Education MDM 140

The module aims to ensure the teacher is also a learner by enabling the participants to:

- **Facilitate learning** in both academic and practice settings;
- Develop and **enhance their teaching skills** in medical education;
- Understand the importance of **reflection and good feedback** in medical education;

By the end of the module the participants should have:

- Critically reflected on their facilitative and other teaching styles and be able to analyse their professional interaction in **one-to-one, small and large group contexts**;
- Demonstrated **appropriate skills for facilitating learning and supporting an effective learning environment**;
- Identified their own **strengths and weaknesses as teachers**, and have begun planning for further development as medical educators;

- **Developed the habit of documenting and reflecting** upon their professional practice as an educator.

## Advanced Communication Skills and Strategies in Medical Education MDM 29

This module aims to:

- to gain deep understanding of **the importance of communication in professional practice** and medical education, and to develop relevant skills in both physical and virtual interactions with learners;
- to promote an awareness and familiarity in the **theories and practice of technology enhanced communication** and learning in medical / health education;
- to promote a critical awareness of the place of **research in communication** issues and its importance in the praxis of teaching in medical education;

After the successful completion of the module you should be able to:

- Gained an overview of the **importance of communication in professional practice and medical education**, and to develop relevant skills in person and on-line.
- Demonstrated of an **evolving philosophy of communication** in medical education, both physically and on-line.
- Critically appraised of the role of **technology enhanced learning** in medical education from a communication perspective.
- Critically assessed their own and others' **interpersonal and communication skills in practice**.
- Explored of the similarities and differences between **patient- and learner-centred values** and practice.
- Become critically aware of **developments nationally and internationally in communication skills** research.
- Developed the habit of **documenting and reflecting upon communication skills** as an educator.

## Fees

### Course Fee 2024-25

**UK Applicants - £10,500**

**International Applicants - £21,500**

The fees listed are the overall costs for the course to be taken in the academic year 2024-2025. Where courses are taken part-time over more than one academic year, fees are usually charged pro-rata for the modules taken during each academic year. There may be a small increase in fees each year in line with inflation. With effect from 2021/22 onwards, EU



nationals starting new postgraduate courses will pay international fees and will not be eligible for student funding from the UK government. However, there are exceptions to this for Irish nationals and EU nationals with settled or pre-settled status under the EU Settlement Scheme. For the latest information, please see [www.gov.uk/student-finance](http://www.gov.uk/student-finance)  
For further university fee information please contact: [fees@brighton.ac.uk](mailto:fees@brighton.ac.uk) or visit the following link: [Finances \(brighton.ac.uk\)](http://Finances.brighton.ac.uk)

## Teaching and Learning Methods

As with all postgraduate courses, there is a considerable degree of independent study as stated above. Teaching and learning methods will include:

- Experiential learning using reflection, videos, role-play, structured exercises & workshops
- On-line / blended learning
- Hot topic debates
- Small group discussion and debate
- Recorded teaching experiences – ‘micro-teaching’
- Student Presentations
- Reflective writing / Statements of Relevance

## How to Apply

Please apply online via the following link: [Intercalated MSc Medical Education - BSMS](#)