INTERCALATED MASTER OF SCIENCE
MEDICAL EDUCATION
APPLICATION HANDBOOK

Course Administrator:
Zoe Gallagher
Z.Gallagher@brighton.ac.uk
Telephone: 01273 641286

Course Leader:
Dr Jim Price
jim.price@bsms.ac.uk
Telephone: 01273 644506
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Introduction

The Intercalated Masters in Medical Education (iMSc) 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. Students who fail to complete the research project but who successfully pass the 3 medical education modules (MDM 28, 140 & 29) will be awarded a Postgraduate Certificate in Medical Education (PG Cert).

The programme is aimed at intercalating medical students with a deep interest in educational theory and practice, who demonstrate a commitment to developing themselves and others as teachers in the clinical sciences.

Aims of the Course

The aim of the course is to promote knowledge of learning and teaching theories together with a reflective awareness of participants’ own teaching and learning development in practice, ensuring that the teacher is also a learner.

Programme Learning Outcomes: Knowledge and Skills

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<thead>
<tr>
<th>Knowledge and theory</th>
<th>Knowledge (K)</th>
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<tbody>
<tr>
<td></td>
<td>- Critical reflection on the notion of ‘self’ in teaching, and the development and enhancement of their teaching skills;</td>
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<td>- Critical appraisal the nature of evidence in medical education, and advanced engagement in education research literature;</td>
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<td>- Critical exploration of theories and strategies of learning, teaching and assessment relevant to their practice;</td>
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<td>- Critical awareness of developments nationally and internationally in communication models, skills &amp; research;</td>
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<th>Skills</th>
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<td>Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</td>
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<table>
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<th>Intellectual skills (IS):</th>
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<td>- Demonstration of an evolving philosophy of communication in medical education, both physically and on-line;</td>
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<tr>
<td>- Critical awareness of developments nationally and internationally in medical education, including technology enhanced learning;</td>
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<tr>
<td>- Critical exploration of the similarities and differences between patient- and learner-centred values and practice;</td>
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<td>- Demonstration of a critical understanding and evaluation of major research designs and their relative strengths and limitations;</td>
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- Critical appraisal of a variety of research papers across a range of study designs in medical and clinical education, including communication skills;
- An awareness of ethical and governance issues in research.

**Professional/practical skills (PS):**

- Critical reflection on facilitative and other teaching styles and ability to analyse professional interaction in a variety of contexts;
- Identification of strengths and weaknesses as teachers, and demonstration of development as medical educator;
- Demonstration of appropriate skills for facilitating learning and supporting an effective learning environment;
- Critical awareness of the importance of communication in professional practice and medical education, and to develop relevant skills in person and on-line;
- Development of the habit of documenting and reflecting upon professional practice as an educator;
- Critical analysis of teaching interactions in a variety of educational settings.
- Critical assessment of their own and others’ interpersonal and communication skills in practice;
- Development of a high level of autonomy and responsibility in planning and executing educational research;
- Systematic identification and justification of a realistic research question and the appropriate methodology to address this;
- The completion of an appropriate, rigorous review of a specified area of academic literature;

- Production of a research proposal which demonstrates appreciation of appropriate scientific methods;
- 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 research design(s);
- Critical commentary on the research study conduct and management, drawing appropriate conclusions for practice and future research;
- Ability to communicate research findings to academic and clinical audiences through a high standard of academic writing for dissertation, presentation, and publication.

**Entry Requirements**
It is a pre-requisite that applicants will have successfully completed at least 3 years basic medical science at a UK medical school (having gained at least 360 credits) with a guaranteed place to continue medical studies on completion of the MSc.

Applicants should be engaged in regular teaching, since engagement with the ‘teaching modules’ (MDM28, MDM29 and MDM140) necessitate your active involvement in teaching others. Your teaching role does not have to be a formal one but you must have the opportunity to engage in regular teaching practice while you are on the course, normally at least 20 hours in one academic year. If this is not possible, please discuss with the Course Leader.

Language requirements are IELTS: Minimum of 7.0 overall and not less than 6.5 in any of the 4 sections.

There will be an Induction Day for all successful applicants and you are strongly recommended to attend.

### Structure of Course

You will normally be expected to undertake the following:

<table>
<thead>
<tr>
<th>Module</th>
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<tr>
<td>MDM10 - Research Methods and Critical Appraisal</td>
<td>(20)</td>
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<tr>
<td>MDM28 - Learning and Teaching in Medical Education</td>
<td>(20)</td>
</tr>
<tr>
<td>MDM142 - Medical Education Research Dissertation</td>
<td>(100)</td>
</tr>
<tr>
<td>MDM140 - Pedagogical Practice in Medical Education</td>
<td>(20)</td>
</tr>
<tr>
<td>MDM29 - Advanced Communication Skills and Strategies in Medical Education</td>
<td>(20)</td>
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### Style of Learning

Please note that although the course involves 18 face-to-face teaching days (plus a dissertation day and a portfolio support day), in the spirit of ‘Adult’ and ‘Self-directed’ learning, you will need to find extra time for personal study. So in addition to study leave for the teaching days, you will need to budget for a considerable amount of further time to continue your learning outwith the classroom.

We encourage continual & regular use of the StudentCentral learning platform for online communication and interactive discussion, as well as using it as a repository for learning material and tasks. You will also need to plan your time for assignment research and writing and the development of your educational portfolio. Please ensure you have maximal support from your employers & colleagues for this type of self-directed learning in addition to the face-to-face teaching days.
**AoME Accreditation**

The PGCME has been awarded full accreditation by the Academy of Medical Educators (AoME), which is the professional body which accredits medical education courses across the UK. This means the course has demonstrated the attainment of certain professional educational standards aligned with those of the Higher Education Academy (HEA), the advisory body for national standards for all postgraduate teaching in 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 successful completion of the PGCME will entitle participants to automatic Membership of the Academy of Medical Educators (MAcadMEd) and permits the use of the ‘MAcadMEd’ post-nominals, formally recognised by the GMC. See: [http://www.medicaleducators.org/](http://www.medicaleducators.org/)

**Modules**

**MDM10 Research Methods and Critical Appraisal**

The module aims to:

- Equip participants with an understanding of quantitative and qualitative research methodologies and methods.
- Provide them with skills of literature searching and critical appraisal.
- Facilitate the development of a soundly structured and clearly justified research proposal in their specialist area.

On successful completion of the module, the students will be able to:

- 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

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**MDM28 Learning and Teaching in Medical Education**

Intended learning outcomes are that by the end of the module you should be able:

- facilitate learning in both academic and practice settings;
- learn in both academic and practice settings
- develop and enhance their teaching skills 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.
- Demonstrated appropriate skills for facilitating learning and supporting an effective learning environment
- Become more critically aware of developments nationally and internationally in medical education and the implications of these developments for course design
- Identified their own strengths and weaknesses as teachers, and have begun planning for further development as medical educators

**MDM142 Medical Education Research Dissertation**

The module aims to:

- 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;

By the end of the module the participants should have:

- 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;
- the ability to communicate their research findings to academic and clinical audiences through a high standard of academic writing for dissertation, presentation, viva, and publication.

**MDM140 Pedagogical Practice in Medical Education**

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
- Gain an awareness and familiarity in enhanced technology in medical and health education
- facilitate medical education bridging the boundaries between undergraduate and postgraduate provision, primary and secondary care, and other groups of health professionals

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
- Become more critically aware of developments nationally and internationally in medical education, including technology enhanced learning
- 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
MDM29 Advanced Communication Skills and Strategies in Medical Education

Intended learning outcomes are:

- 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 ‘medical education research’ as an academic discipline, and the importance of its appropriate use in the praxis of teaching, in particular in relation to communication skills;

By the end of the module the participants should have:

- 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.

Timetable

A complete list of the modules and the dates they are scheduled to run will be available from June. Please contact the Programme Administrator for further information.

Fees

For fee information please contact: fees@brighton.ac.uk or visit the following link:

http://www.brighton.ac.uk/studentlife/money/
Teaching Staff

Academic staff from Brighton & Sussex Medical School and other schools at the University of Brighton and senior clinical staff from local and regional health trusts are involved in the provision of the teaching, which is in a modular format at Masters (M) level (Level 7). The extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses at the Division of Medical Education.

Teaching and Learning Methods

As with all postgraduate courses, there is a considerable degree of independent study. Modules will use:

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

Assessment

The assessment of the ‘Research Methods and Critical Appraisal’ module will be a 3000 word assignment aligned to the learning outcomes of the module and the research elements of the course and a 500 word Reflective Account of how the module has impacted upon your practice.

The assessment for the ‘Learning and Teaching in Medical Education’ module is a 3000-word assignment on an aspect of learning and teaching relevant to your own practice.

The assessment for the ‘Pedagogical Practice’ module is more holistic and personal. You will, over the course of a year develop a personal ‘Educational Portfolio’ of about 5000 words. Firstly, you will be encouraged to form your own Personal Development Plan, in which you will identify your educational needs and then you will collect evidence to support your development as an educator throughout the module. Your ‘Educational Portfolio’ will form the evidence for your development as a teacher (and learner) and will be formally assessed.

The assessment for the Advanced Communications Skills in Medical Education will be a 3000-word assignment to reflect critically on the communicative aspects of medical learning and teaching, using acknowledged theories, educational and psychological literature to inform your work.

For the Research Dissertation you will need to complete a dissertation of up to 16000 words, an oral presentation and a 3000 word draft paper for publication in an appropriate academic journal.
How to Apply

Please apply online via the following link:

https://www.bsms.ac.uk/postgraduate/taught-degrees/intercalated-msc-medical-education.aspx

The course is listed as ‘Medical Education (iMSc) (Full time)’ under taught courses for ‘Brighton and Sussex Medical School’

In the online form, please fill in the Personal Statement section in detail:

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

Finally...

Please contact Zoë Gallagher or Jim Price if you have any queries.