POSTGRADUATE CERTIFICATE

MEDICAL EDUCATION

APPLICATION HANDBOOK

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Introduction

The Postgraduate Certificate in Medical Education (PGCME) is designed for part-time study and participants may register for the Postgraduate Certificate or study the individual modules as part of continuing professional development. Clinical staff with recognised professional training in medical education may be eligible for a shortened route through the Certificate.

Aims and Objectives of the Course

Aims

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.

The course objectives are to:

- Gain an overview of the importance of communication in professional practice and medical education

- Explore the philosophy and values of patient/learner-centered education and practice

- Develop and enhance teaching skills

- Promote the development of relevant communication skills

- Facilitate a wider perspective of medical education bridging the boundaries between undergraduate and postgraduate provision, primary and secondary care, and other health professionals

- Enable learning in both academic and practice settings

Entry Requirements

The course is open to post-registration doctors and qualified nurses, midwives and other practitioners and professionals who will be contributing to the education of medical students and/or doctors. A first degree is not essential but evidence of at least 3 years professional work and a demonstrable capacity to study at Masters level are essential. The Course Leader would be pleased to advise on applications if you wish to enrol but do not fully meet the above criteria. There is an expectation of active involvement with teaching, normally a minimum of 20 hours in a year.

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).

Structure of Course

There will be an Induction Day for all successful applicants in mid September and you are strongly advised to attend, especially if you have not studied academically at Masters level before.

You will then normally be expected to undertake the following:

Module	(credits)
Learning and Teaching in Medical Education (4 days)	(20)
Pedagogical Practice in Medical Education (4 days + portfolio support day)	(20)
Advanced Communication Skills and Strategies in Medical Education (5 days)	(20)

Style of Learning

Please note that although the course involves 14 face-to-face teaching days, in the spirit of 'Adult' and 'Self-directed' learning, you will need to find extra time for personal study. The overall guidance is that a *60 credit PG Certificate entails up to 600 hours of study in total*, 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/

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.

Timetable

The detailed PGCME timetable will be available in late summer. 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 Brighton University, as well as 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). Whilst there is an expectation of significant student involvement in teaching sessions, the extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses in the Division of Medical Education.

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

Assessment

The assessment of 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 – or longer if you have to extend your studies - 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.

How to Apply

Please apply online via the following link:
http://www.bsms.ac.uk/postgraduate/taught-degrees/course-list/medical-education/

Finally…

We think our course, which has been going for over 10 years, is excellent and most of our students do too, as evidenced by the following quotes:

"*I really enjoyed participating in and completing the PGCert in Medical Education; it was both informative and interactive, with an amazing selection of speakers. The pace and style of teaching suited me well, and the course allowed me to explore certain areas that were of key interest to me such as interprofessional education. The timetabled sessions were easy to attend, and I felt completely supported during my journey through this course. It is definitely worthwhile for anyone who has an interest in Medical Education!*"
Menaka Jegatheesan, PGCME graduate

"*Although I have been teaching in postgraduate medicine for some five years, the Medical Education course was an eye-opener for me. I learnt new teaching, learning and communication theories and feel I have further enhanced my skills as an educator. I thoroughly enjoyed the course.*"
Dr Muzaffar A. Malik, Senior Lecturer, BSMS