brighton and sussex medical school

Master of Science in Clinical Education
Postgraduate Diploma in Clinical Education

Application

Handbook

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Contents

Introduction

The Masters in Clinical Education is designed for part-time study and is jointly validated by the University of Brighton and the University of Sussex as part of the BSMS Portfolio.

The course offers clinicians engaged in the education of any health professional, especially doctors and medical students in the UK, the opportunity to engage in the transformation of established educational theory into clinical education practice.

Aims and Objectives

The overall aim of the course is to promote knowledge of and research into learning, teaching and communication in a clinical context, together with facilitating a reflective awareness of participants' related skills and their ongoing development.

Specifically, the course aims:

Learning Outcomes

1.	Critical reflection on the notion of 'self' and the participant's personal philosophy of being a clinical teacher, in particular how this might affect their teaching skills and interaction with future students;
2.	Critical appraisal of the nature of evidence in clinical education, and advanced engagement in education research literature;
3.	Critical exploration of theories and strategies of learning, teaching, communication and assessment relevant to their practice; to include the role of technology enhanced learning and simulation in clinical education.
4.	Critical reflection on & analysis of facilitative and other teaching styles and the ability to analyse professional interactions in a variety of contexts.
5.	Demonstration of creativity and originality in development as a clinical educator and researcher both formatively and summatively;

6.	Development of the habit of documenting and reflecting upon professional practice as a clinical educator;
7.	Systematic identification and justification of a realistic research question and appropriate associated methodology, as well as a critical appreciation of governance and ethics issues related to clinical educational research.
8.	Ability to communicate research findings to academic and clinical audiences through a high standard of academic writing for dissertation, presentation, viva, and publication.

The course is aimed at:

- Doctors and other health professionals wishing to pursue Masters level study and professional development in educational theory and practice in clinical settings. Participants will demonstrate a commitment to developing themselves and others as teachers in the clinical sciences.

Minimum entry requirements:
- Prior attainment of 60 M level credits via either the PG Cert in Medical Education or PG Cert in Simulation Studies, BSMS.
- Equivalent academic study to PG Cert level via UoB, UoS or other institutions may be considered via the RPL route
- A maximum of 50% of credit from a prior award may be accepted through Recognition of Prior or Experiential Learning when the award is from an institution other than University of Brighton or University of Sussex. Appropriate academic credits from the latter will normally be 100% creditable towards a higher degree with a 5 year time limit normally applicable.
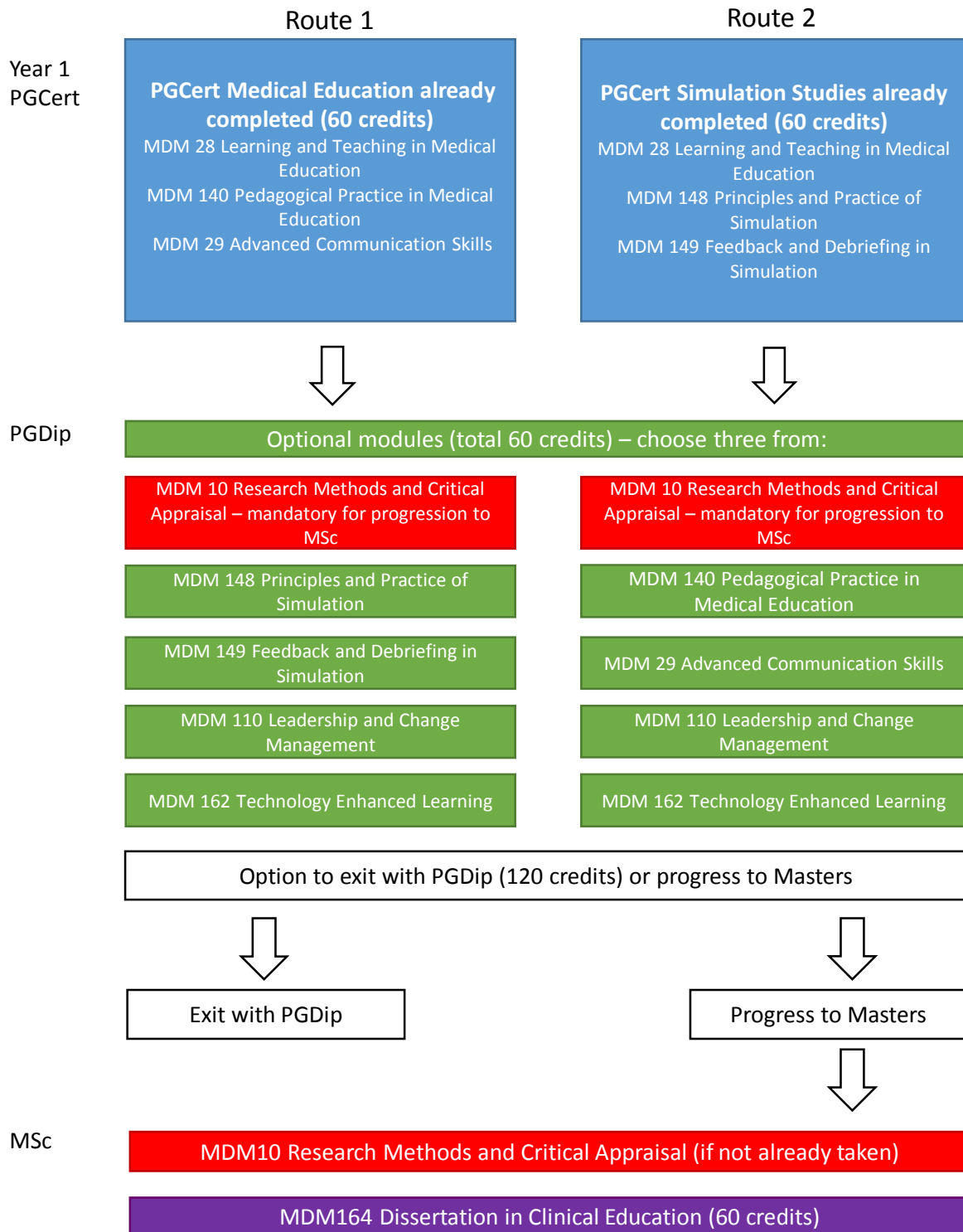
Course Routes & Timetable

Students commencing the course without related prior postgraduate study at BSMS or elsewhere would normally attend modules MDM28, MDM29 and MDM140 in year one, three 20 credit modules from MDM148/149/110/162/10 in year two and complete their Dissertation (MDM 164) in year three.

For those who have already completed the PG Cert in medical Education or the PG Cert Simulation Studies modules, any of the listed optional 20 credit modules not studied thus far can be taken in 'Year 2' when you move to 120 M level credits and PG Diploma level. However, one of these modules *must* include MDM 10 if you wish to pursue a Masters level qualification at 180 credits.

Exit at PG Diploma Level involves doing 6 x 20 credit modules & does not necessitate doing the 60 credit Dissertation Modules (MDM 164). If you have any queries about Recognition of prior learning (RPL), or your own personal 'route' through the course, please contact the Course Administrator or Leader.

Course Routes for MSc/PGDip Clinical Education

	Route 1	Route 2
Year 1 PGCert	**PGCert Medical Education already completed (60 credits)** MDM 28 Learning and Teaching in Medical Education MDM 140 Pedagogical Practice in Medical Education MDM 29 Advanced Communication Skills	**PGCert Simulation Studies already completed (60 credits)** MDM 28 Learning and Teaching in Medical Education MDM 148 Principles and Practice of Simulation MDM 149 Feedback and Debriefing in Simulation

PGDip

Optional modules (total 60 credits) – choose three from:

Route 1	Route 2
MDM 10 Research Methods and Critical Appraisal – mandatory for progression to MSc	MDM 10 Research Methods and Critical Appraisal – mandatory for progression to MSc
MDM 148 Principles and Practice of Simulation	MDM 140 Pedagogical Practice in Medical Education
MDM 149 Feedback and Debriefing in Simulation	MDM 29 Advanced Communication Skills
MDM 110 Leadership and Change Management	MDM 110 Leadership and Change Management
MDM 162 Technology Enhanced Learning	MDM 162 Technology Enhanced Learning

Option to exit with PGDip (120 credits) or progress to Masters

Exit with PGDip

Progress to Masters

MSc

MDM10 Research Methods and Critical Appraisal (if not already taken)

MDM164 Dissertation in Clinical Education (60 credits)

MSc in Clinical Education (180 credits)

Module	Dates
Route 1. Entry via prior completion of PG Cert in Medical Education **PLUS (2 of 4)** **MDM148** Principles and Practice of Simulation in Healthcare **And/or** **MDM149** Feedback & Debriefing in Simulation **And/or** **MDM110** Leadership and Change Management in Clinical Services **And/or** **MDM162** Technology Enhanced Learning in Clinical Education **PLUS** **MDM10** Research Methods & Critical Appraisal **PLUS** **MDM164** Dissertation **Route 2. Entry via prior completion of PG Cert in Simulation Studies** **PLUS (2 of 4)** **MDM140** Pedagogical Practice in Medical Education **And/or** **MDM29** Advanced Communication Skills and Strategies in Medical Education **And/ or** **MDM110** Leadership and Change Management in Clinical Services **And/or** **MDM162** Technology Enhanced Learning in Clinical Education **PLUS** **MDM10** Research Methods & Critical Appraisal **PLUS** **MDM164** Dissertation	***To be published separately (in the Spring)***

Postgraduate Diploma in Clinical Education (120 Credits)	
Module	**Dates**
Route 1. **Entry via prior completion of PG Cert in Medical Education** **PLUS (3 of 5)** **MDM148** Principles and Practice of Simulation in Healthcare **And/or** **MDM149** Feedback & Debriefing in Simulation **And/or** **MDM110** Leadership and Change Management in Clinical Services **And/or** **MDM162** Technology Enhanced Learning in Clinical Education **And/or** **MDM 10** Research Methods & Critical Appraisal **Route 2.** **Entry via prior completion of PG Cert in Simulation Studies** **PLUS (3 of 5)** **MDM140** Pedagogical Practice in Medical Education **And/or** **MDM29** Advanced Communication Skills and Strategies in Medical Education **And/ or** **MDM110** Leadership and Change Management in Clinical Services **And/or** **MDM162** Technology Enhanced Learning in Clinical Education **And/or** **MDM10** Research Methods & Critical Appraisal	***To be published separately (in the Spring)***

If you have any queries about module dates or choices, please do not hesitate to contact the Programme Administrator or Course Leader for further information.

Style of Learning

Please note that as well as the teaching days (plus the induction, dissertation and portfolio support days), 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 and expect continual & regular use of the 'StudentCentral' learning platform for online communication and interactive discussion, as well as for access of learning material and academic tasks. You will also need to plan your time for assignment planning, 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 – it is a big commitment!

AoME Accreditation

The PGCME (Modules 28/29/140) 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 modules 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. Cost of membership normally £75 – 150 per annum dependent on income.
See: http://www.medicaleducators.org/

Non-medical participants will have the option of taking the AoME route, or applying via the HEA for more generic accreditation at the equivalent level.

MDM28 Learning and Teaching in Medical Education

Aims

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

1. facilitate learning in both academic and practice settings;

2. learn in both academic and practice settings

3. develop and enhance their teaching skills in medical education.

4. gain an awareness and familiarity in enhanced technology in medical and health education

Learning outcomes

By the end of the module, participants should have:

1. Examined their own personal philosophy of learning

2. Critically reflected on the notion of 'self' in teaching, and the development and enhancement of their teaching skills

3. Critically appraised the nature of evidence in medical education, and advanced their own engagement in education research literature.

4. Demonstrated appropriate skills for facilitating learning and supporting an effective learning environment

5. Become more critically aware of developments nationally and internationally in medical education and the implications of these developments for course design

6. Identified their own strengths and weaknesses as teachers, and have begun planning for further development as medical educators.

Assessment

A 3000 word assignment on an aspect of learning and teaching theory as applied to the participant's own teaching or facilitation practice.

MDM140 Pedagogical Practice in Medical Education

This module focuses more the 'praxis' of teaching, encouraging theoretical models to be used in the participant's own clinical teaching practice. Feedback and reflection are crucial elements of this module, and the completion of a 5000 word personal Educational Portfolio forms the assessment task.

Aims

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

1. Facilitate learning in both academic and practice settings
2. Develop and enhance their teaching skills in medical education
3. Gain an awareness and familiarity in enhanced technology in medical and health education
4. facilitate medical education bridging the boundaries between undergraduate and postgraduate provision, primary and secondary care, and other groups of health professionals

Learning outcomes

By the end of the module the participants should have:

1. 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.

2. Demonstrated appropriate skills for facilitating learning and supporting an effective learning environment

3. Become more critically aware of developments nationally and internationally in medical education, including technology enhanced learning

4. Identified their own strengths and weaknesses as teachers, and have begun planning for further development as medical educators

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

Assessment

An Educational Portfolio of 5000 words (max), based on an educational professional standards framework, normally that of either the Academy of Medical Educators, or the Health Education Academy UKPSF. This will include evidence of participants' assessment of their own teaching practice through self-evaluation, reflective writing, video analysis, peer observation and other forms of feedback, with specific evidence for claims of achievement & excellence.

MDM29 Advanced Communication Skills and Strategies in Medical Education

Aims

1. 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;

2. to promote an awareness and familiarity in the theories and practice of technology enhanced communication and learning in medical / health education;

3. 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.

Learning outcomes

By the end of the module, successful participants will have demonstrated that they have:

1. Gained an overview of the importance of communication in professional practice and medical education, and to develop relevant skills in person and on-line.

2. Demonstrated of an evolving philosophy of communication in medical education, both physically and on-line.

3. Critically appraised of the role of technology enhanced learning in medical education from a communication perspective.

4. Critically assessed their own and others' interpersonal and communication skills in practice.

5. Explored the similarities and differences between patient- and learner-centred values and practice.

6. Become critically aware of developments nationally and internationally in communication skills research.

7. Developed the habit of documenting and reflecting upon communication skills as an educator.

Assessment

The aim of the assignment is to synthesise topics related to communication skills that have been studied on the module and relate them to practical experience. Participants will submit a 3000 word (max) assignment involving two case scenarios from their own practice, addressing similar or contrasting communication issues, with critical reflection on the application of appropriate theoretical models to each or both.

At least one scenario will have an educational focus, and the other may be educational in nature or a clinician/patient encounter, again based on personal experiences. The account will be expected to

demonstrate a critically reflective and comparative analysis of the two episodes, relating advanced communication skills theories and evidence to the student's own personal experience.

MDM148 Principles and Practice of Simulation

Aims

1. To provide a comprehensive background of the educational principles underpinning Simulation Based Medical Education.
2. To enable the learner to apply the various modes of simulation to their domain of clinical practice.

Learning Outcomes

On successful completion of this module you will be able to:

1. Demonstrate a critical understanding of how educational principles can be applied to various forms of simulation based learning.
2. Demonstrate in-depth knowledge of the broad typology of simulation strategies linked to learning outcomes, context and fidelity.
3. Demonstrate a critical awareness of the evidence base underpinning simulation based learning.
4. Understand and demonstrate a critical awareness of aspects of feedback and debriefing, and evidence this through a portfolio of teaching experience in the workplace..
5. Apply outcomes from the module to simulation based training in practice, and be able to assess and evaluate the training and its impact upon learning and patient care
6. Critically appraised the nature of evidence in medical education, and advanced your own engagement in education research literature.

Assessment

3000 word assignment: Learners will be asked to discuss an area of simulation based learning (in depth) that they are involved with in the workplace, and explore/analyse the educational principles that underpin the activity.

MDM149 Feedback and Debriefing in Simulation

Aims

1. To provide a comprehensive background of the educational principles underpinning the role of feedback and debriefing in simulation based education.
2. To equip the trainer with ways of applying the various modes of feedback and debriefing to their domain of clinical practice.

Learning outcomes

1. Understand and demonstrate a critical awareness of aspects of feedback and debriefing, and evidence this through a portfolio of teaching experience in the workplace.

2. Apply outcomes from the module to simulation based training in practice, and be able to assess and evaluate the training and its impact upon learning and patient care

3. Show a critical understanding of feedback and debriefing used commonly in simulation based learning.

4. Understand and demonstrate the principles of critical reflection to reconstruct practice (transformative learning) and the role of intrinsic and extrinsic feedback.

5. Critically reflected on the notion of 'self' in teaching, and the development and enhancement of their teaching skills

6. Demonstrate the appropriate skills for facilitating learning and supporting an effective learning environment (portfolio).

Assessment

Participants will be expected to produce a 5000 word portfolio of five teaching experiences involving SBE (summatively assessed) which will include a reflective discourse covering each session of teaching in simulation, accompanied by Peer Observation of Teaching (POT) from an experienced teacher in practice.

This will demonstrate personal development as a teacher of SBME and will include reflective accounts of learning through teaching, from a personal perspective and that of the learner e.g. issues that arise with feedback & debriefing.

MDM 110 Leadership & Change Management in Clinical Services

Aims

This module aims to provide an overarching understanding of the organisational context for change in health & care service settings to enable managers, practitioners and professionals to contribute more effectively to leading and improving the design of service models and new organisational bodies, and to the delivery, cost effectiveness and outcomes of services.

Learning Outcomes

On successful completion of this module you will be able to demonstrate:

1. A systematic and critical understanding of public service reform theory, policy and current context

2. A critical awareness of, and ability to think reflectively about, how to initiate, lead and manage changing and improving services, with an emphasis on using research to inform change goals and drive up outcomes

3. The ability to critically appraise different service delivery and management models from independent and public sector settings, understanding complexity theory, whole system leadership and evaluation and selection of different approaches to the change process in health & care settings

4. A critical awareness of strategic planning, market development and financial management, in order to communicate vision and define key priorities

5. A deep critical understanding of the theory and practice of leadership

6. A critical awareness of and ability to think reflectively on the principles, objectives and effectiveness of governance, and how accountability supports the delivery of quality services

7. An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service transformation, and present these both orally and in written form to different audiences

Assessment

3,000 word essay in which students present a healthcare example of change relevant to the module content. This will focus on the application of leadership and commissioning theory to the clinical context; students will be expected to discuss the organisation and policy context for service change, and its relevance to their clinical example.

MDM162 Technology Enhanced Learning in Clinical Education

This module is designed to offer participants the opportunity to plan, design & develop the implementation and evaluation of a technology enhanced learning activity/digital learning resource in a clinical/medical education environment relevant to their own practice.

Aims:

1. To enable participants to understand the theoretical rationale for, and potential utility of, technology enhanced learning in their own clinical educational environment.

2. To enable participants to plan, create and critically reflect on the development of technology enhanced learning tools and digital resources in their own clinical teaching.

Learning outcomes:

In relation to the QAA Framework for Higher Education Qualifications and the SEEC level descriptors for level 7 study, by the end of the module students should be able to:

1. Critically apply pedagogic principles to technology enhanced learning through engagement with the research literature and latest reports.
2. Engage with and evaluate a selection of digital tools, apps and on-line resources and incorporate these into their own teaching practise.
3. Design and develop a Technology Learning Activity / Digital Learning Resource relevant to their own clinical educational practice and to plan its implementation and evaluation, ideally including a practical pilot.
4. Demonstrate a capacity to reflect critically on the developmental and implementation processes.
5. Reflect critically on the principles of networking, collaboration and assessment in a technology enhanced learning environment.
6. Understand and critically reflect on the role of quality assurance processes in technology enhanced learning in clinical education.

Assessment:

Task 1. (40%)

Development (and possible implementation) of a Technology Learning Activity / Digital Learning Resource relevant to the participant's clinical educational practice. This will be supplemented with a 1000 word reflective account of the developmental process, incorporating current research in the area.

Task 2. (10%) Demonstration of a committed engagement with the online interactive activities of the module.

Task 3. (50%)

Oral/practical presentation of the Technology Enhanced Learning / Digital Learning Resource and its pilot implementation &/or action plan for implementation. Presentation to be accompanied by a 2000 word written development/implementation plan, including reflective elements and future plans for measurement of its impact in educational terms.

MDM10 Research Methods and Critical Appraisal

Aims

The module aims to provide students with an understanding of how to use evidence in medical education research. It aims to provide students with an understanding of research methods in health and social care and the ability to relate appropriate methods to research questions. Students will be equipped to search and critically review the literature, to develop and justify a research proposal, and to anticipate potential ethical issues in their research proposal.

The module should:

1. Equip participants with an understanding of quantitative and qualitative research methodologies and methods.

2. Provide them with skills of literature searching and critical appraisal.

3. Facilitate the development of a soundly structured and clearly justified research proposal in their specialist area.

Learning Outcomes

By the end of the module students should be able to:

1. demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations

2. systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject

3. produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area

4. critically appraise a variety of research papers across a range of study designs

5. carry out an appropriate, rigorous review of the literature

6. be aware of ethical and governance issues in research

Assessment

Formative:

Students will have the option to submit a 1,000 word piece of work related to the final assignment. This will provide the opportunity for feedback.

MDM10 Research Methods and Critical Appraisal

<u>Summative:</u>

3,000 word assignment in which the students:

- introduce and define a research issue and research question in medical education;
- conduct a search of the literature and critique relevant papers;
- critique the main research methodologies and methods and justifies the choice of their methods for their proposed project;
- provide an outline research proposal.

<u>Plus</u>: a 500-word Reflective Account of how the module has impacted upon their practice. (Unmarked)

MDM164 Dissertation

The Dissertation is for students studying for the MSc award and the assessment is outlined below;

Formative:

- Study Protocol

Summative:

- 12,000 word (maximum) Dissertation (80%)
- Academic Poster (20%)

In order to be able to progress to the Dissertation level you must first have the proposal agreed.

It is important to start thinking about your dissertation early on in the course. MSc students should take the 'Research Methods and Critical Appraisal' module whenever convenient in the first 2 years of their studies, and whilst its completion will help the critical appraisal aspect of the literature earlier in the course, the development of a research question is an important aspect of the module assessment. Consequently, many students leave this until the second year of study, since it helps one 'focus the mind' in preparation for the dissertation.

You should attend a Dissertation Day prior to submitting your Dissertation proposal; these are scheduled a few times each year and dates can be found on the main timetable. Specific workshops on aspects of practical research methods are also available.

You will be able to choose a Dissertation that is relevant to your professional interests and practice but your choice of topic must be discussed with the Course Leader and MDM 164 Module Leader,

then approved by the DME Dissertation Panel after a formal submission of your proposal to the Dissertation Panel.

Detailed information about the dissertation will be provided in the dissertation handbook which you will receive once you are registered for the module.

How to Apply

Please apply online via the following link:

https://www.bsms.ac.uk/postgraduate/taught-degrees/clinical-education.aspx

And Finally…..

Do not hesitate to contact Zoë Gallagher or Jim Price (details are on the front of the handbook) if you have any queries.