



# Postgraduate Certificate Medical Education Application Handbook 2024-25



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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-centred 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).

## Course Structure & Timetable

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.

You will then normally be expected to undertake the following:

Module	(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)

KEY		Online Teaching		Campus Teaching		
<b>PG Cert Medical Education: 2024-25 - COHORT A</b>						
Year	Month	Induction Day	Learning & Teaching (MDM28A)	Pedagogical Practice (MDM140A)	Advanced Communication Skills & Strategies (MDM29A)	
2024	Sep	Tue 17 Sep				SEM 1
	Oct		Tue 1 Oct			
			Tue 8 Oct			
			Tue 22 Oct			
	Nov		Tue 5 Nov			
			Tue 12 Nov	Tue 26 Nov		
		Dec			Tue 3 Dec	
			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	5	5	
<b>Assignment Due</b>		n/a	04 February 2025	08 April 2025	03 June 2025	

KEY		Online Teaching		Campus Teaching		
PG Cert Medical Education: 2024-25 - COHORT B						
Year	Month	Induction Day	Learning & Teaching in Medical Education (MDM28B)	Pedagogical Practice in Medical Education (MDM140B)	Advanced Communication Skills and Strategies in Medical Education (MDM29B)	
2024	Sep	Tue 17 Sep				SEM 1
	Oct		Thur 17 Oct			
			Thur 24 Oct			
	Nov		Thur 7 Nov			
			Thurs 21 Nov			
	Dec		Thurs 28 Nov			
2025	Jan			Wed 22 Jan		SEM 2
				Thur 30 Jan		
	Feb			Wed 5 Feb		
				Wed 12 Feb		
	Mar				Thur 27 Feb	
					Thur 13 Mar	
					Thur 20 Mar	
	Apr				Wed 27 Mar	
				Wed 30 Apr Workshop	Wed 3 April	
	May					
Jun						
<b>Total Attendance Days</b>		1	5	5	5	
<b>Assignment Submission</b>		n/a	04 February 2025	03 June 2025	03 June 2025	

## Style of Learning and Course Delivery

Please note that although the course involves 15 timetabled 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 outside the classroom.

We encourage continual & regular use of the **My Studies 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 timetabled teaching days.

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. Learning & teaching methods will comprise both live/synchronous\* and asynchronous\*\* staff-facilitated or staff-delivered materials via My Studies. All teaching delivered remotely will adhere to the University's **Enhanced Digital Learning Principles** to ensure that students are receiving the best experience in their learning.

\*Synchronous: Students and the instructor interact during scheduled meeting times using MTeams

\*\*Asynchronous courses: Students and the instructor interact using My Studies or MTeams without real-time interaction.

## 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 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

## 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 - £3,501**

**International Applicants - £7,017**

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)



Although the course is not open to applications from International Students, we do accept students if they are currently working within the NHS on a Tier 2 Visa. Please be advised that in this instance you will be assessed by the admissions department as an overseas student for fees purposes and the fee for the course will be at the higher rate.

For further university fee information please contact: [fees@brighton.ac.uk](mailto:fees@brighton.ac.uk) or visit the following link: [Finances \(brighton.ac.uk\)](#)

## 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 running 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**

*"I must say I was pleasantly surprised by the course content, which of course incorporated learning theory, curriculum planning and assessment but also less conventional content such as advanced communication skills, interpersonal skills, group dynamics and using technology in education.*

*In addition, what made the course content particularly memorable and transformative was that it was delivered by people from a diverse range of backgrounds and experience. As well as medical*

*professionals of different grades (not just Consultants or GPs) and academics, there were also actors, technology experts from the film industry and even a magician! The course embodied the commitment to life-long learning and reflection incumbent upon all medical professionals and the fact that this learning can come from a variety of sources.*

*We were encouraged to think about and develop our own philosophy of teaching and learning, so this was definitely not a “one size fits all”, identikit process. As a medical appraiser and personal tutor for medical students, this course has been invaluable and has enabled me to adapt my communication to an individual’s learning needs. This is a truly innovative and enjoyable course within a friendly and supportive department – I would thoroughly recommend it to anyone who is interested in enhancing their teaching skills.”*

**Dr Mursheda Chowdhury, PGCME graduate**

Firstly, I wanted to say how valuable to PG Cert has been for me and how much I enjoyed the course and materials from it, in particular the face to face days (not forgetting the magician!). The course really changed my view of myself as a doctor and an educator and what it is that makes a good doctor. I would like to thank you again for leading such an engaging and thought-provoking course which has definitely skewed my career to one favouring education in the future.

**Dr Munavar Saqi, PGCME graduate**

I really have you to thank, I would never have had the confidence to suggest a WEBINAR to the BIHS, write a proposal, get funding, write a 'teaching plan with timings'...I even wrote learning outcomes and thought about how to evaluate whether the meeting would be a success.

**Dr Sarah Partridge**