

Medical Education

Postgraduate Diploma and MSc Courses





Postgraduate Diploma

Delivered over 1 year, the online, part-time, distance learning, Postgraduate Diploma course is specially developed for busy health professionals. Formatted in 6 modules, each 6 weeks in duration; the course is designed to be practical and clinically focused.

MSc

The MSc runs over 1 calendar year, starting with an initial 10week online module to develop their skills in critical appraisal and knowledge of research methodologies. Students then complete the professional project module, which consists of a 1,500 word proposal and 10,500 word professional project (dissertation).

Why study Medical Education with us?

Taught completely online, our Postgraduate Diploma and MSc course in Medical Education has been specially developed for busy healthcare professionals and aims to enable graduates to develop a critical knowledge, understanding, and application of medical education.

We understand that healthcare professionals are increasingly required to have formally recognised teaching qualifications. Our medical education training is aimed at healthcare professionals involved in any form of medical teaching.

Applicants taking our courses in Medical Education will typically be Doctors, GPs, Healthcare Professionals and those with related undergraduate degrees (e.g. Pharmacists) or equivalent professional qualifications and background experience.

Students may apply for the MSc in Medical Education as a two-year course, firstly completing the Postgraduate Diploma (120 credits), followed by the MSc (60 credits). Upon completion, you will receive a credible certificate in medical education.

Medical Education Postgraduate Diploma

Course Modules

Our online Medical Education Postgraduate Diploma allows you to study for just one calendar year and is a part-time, distance-learning course. The course is worth 120 credits and comprises six modules of 20 credits, each running over a period of six weeks.

Module 1 - The Practice of Medical Education

Aim of the module:

- To develop a critical understanding of the context of medical education in the broader profession of education which puts focus on patient care.

Synopsis of module content:

- Learning and teaching theories
- Learning and teaching methods
- Lesson planning
- Practical skills for teaching online learning: Individuals, small and large groups
- Practical skills for teaching online learning
- Current topics and controversies

On completion of this module, students will be able to:

1. Critical understanding of teaching methods and theories for the application of learning
2. Critical understanding of the importance of medical education and how to put the focus on patient care

Module 2 - Assessment

Aim of the module:

- To develop an in-depth understanding of the principles of assessment in medical education.

Synopsis of module content:

- Performance/Testing
- Formative assessment
- Summative assessment
- Constructing an assessment (case study)
- Supervision and feedback (appraisal)
- Current topics/controversies

On completion of this module, students will be able to:

1. Critically analyse a range of assessment methodologies
2. Critically apply formative and summative assessment to the field of medical education

Module 3 - Evaluation

Aim of the module:

- Develop a comprehensive understanding of the different types of evaluation.

Synopsis of module content:

- Regulatory context of Medical Education
- Moore's levels
- Programme evaluation
- Case Studies
- Current topics and controversies

On completion of this module, students will be able to:

1. Demonstrate a critical understanding of the different models of evaluation
2. Apply evaluation into practice to improve education for patient care

Module 4 - Media

Aim of the module:

- Develop an in-depth understanding of how to incorporate a variety of digital programmes into medical education.

Synopsis of module content:

- Educational media and technology (media in the context of lesson planning)
- Presentation skills
- Simulation (Augmented Reality/Virtual Reality) Big data, big "clinical" data
- Emerging technologies: Ubiquitous web Internet of Things, mobile, digital ecology

On completion of this module, students will be able to:

1. Justify and critically evaluate the role of media in medical education
2. Critically evaluate emerging technologies in medical education



Little did I know that the MSc was going to be a significant stepping stone in my medical career! Both the diploma and MSc were invaluable in terms of expanding my knowledge and management of Diabetes Medicine, but also enhanced my critical thinking and writing skills.

- Dr Kevin Fernando

Module 5 - Leadership

Aim of the module:

- To develop an in-depth understanding of the importance of effective leadership to help improve patient care.

Synopsis of module content:

- Leadership
- Monitoring the performance of healthcare professionals
- Academy of Medical Educators (AoME) domains
- Policy and strategy including interprofessional learning and compliance with the disability and dyslexia act
- Ethics
- Scholarship

On completion of this module, students will be able to:

1. Demonstrate an in-depth understanding of AoME professional standards for medical educators
2. Critically evaluate the role of a leader in medical education

Module 6 - Curriculum

Aim of the module:

- To develop the skills and knowledge to plan a curriculum as a medical educator.

Synopsis of module content:

- Curriculum planning and application
- Programmes of learning (theories, curricular design, QA, assessment methods, evaluation)
- Service user involvement

On completion of this module, students will be able to:

1. Take responsibility for planning and developing a course curriculum
2. Critically evaluate a medical education curriculum from various perspectives



"When I enrolled into the course I had no idea about the opportunities it would provide me with. Having my first paper published through this course helped me overcome my apprehensions of academic writing and made me more confident to pursue it further. "

- Rutu Dave



Teaching Methods

Our courses are conducted entirely online through self-directed distance learning. However, you will receive guidance throughout with tutor-stimulated academic discussions, which are based on clinically-rich case scenarios. These usually occur within groups of 10-15 students, allowing you to clearly communicate with both your tutor and fellow students.

You will participate in a combination of group and individual activities, which are recorded in a reflective journal. This innovative teaching method enables you to envisage the translation of your studies into your every day work and practice.

Our dedicated Student Support Team are also available to help with any problems you may face. From navigating our online platform to advising you on deadlines, our team can assist with any questions or challenges you may have along the way.

Study skills week

Once you have secured your place on the course, you will be invited to a Study Skills week webinar. This will give you the opportunity to participate in workshops on Harvard referencing, scientific and reflective writings, and levels of evidence in preparation for your studies. It is not compulsory for you to attend our Induction Day but it is recommended, as it'll provide you with a sturdy introduction to the course.

Medical Education Postgraduate Diploma

Entry Requirements

Documents required:

- A copy of your updated CV including your address and date of birth.
- A copy of your undergraduate degree certificate.
- The name and email address of someone who is able to provide a reference, this can be a work colleague, employer or former tutor.
- A detailed personal statement explaining why you would like to undertake the course.
A copy of your proof of English competency.

Health professionals working within a clinical setting, both UK and overseas, with a related Healthcare Science degree (including international qualifications) are eligible to apply for the Postgraduate Diploma in Medical Education.

Applicants without the above academic criteria but relevant/suitable experience can apply. Applications will be judged on the individual specifics of background and qualifications including ability to work at Postgraduate level (applicants may be asked to submit a piece of work for assessment to confirm that they are able to work comfortably at postgraduate level and demonstrate requisite clinical/professional knowledge).

Applicants should submit copies of the following with their application:

Proficiency in the English language is also essential to complete our courses. If English is NOT your first language, we ask for proof of competency during the application process. We are able to accept an IELTS overall score of 6.0 (with a minimum of 5.5 for each band) or an equivalent qualification.



Medical Education MSc

Course Modules

Module 1 - Research Methodologies and Critical Appraisal

Aim of the module:

- To help students recognise, understand, interpret and apply methods used in healthcare research and critically appraise the various methodologies specific to medical education research.

Synopsis of module content:

- Terminology used in epidemiology and research studies such as prevalence, incidence, sensitivity, specificity, false positive and false negatives.
- Interpreting graphical representation of epidemiological and statistical data such as Kaplan-Meier Curves, Forrest Plots and Meta-analyses. Calculations used in the assessment of research data such as relative risk, absolute risk, number needed to treat.
- Statistical tests and their applications including t-Tests, ANOVA, Chi-Square.
- Qualitative research methods.
- Fundamentals of evidence-based practice and its application into the clinical setting.
- Establishing patient registers and the value of disease specific registers.
- Research into educational principles for both healthcare practitioner and patient.
- Understanding what may work for the patient as well as the educator.

On completion of this module, students will be able to:

1. Interpret research in medical education for healthcare decision making.
2. Display a critical understanding of the clinical implications of research and its impact upon healthcare delivery and service development.

Module 2 - Professional Project

Aim of the module:

- To develop an ability to critically evaluate areas of professional practice.
- To critically appraise specific areas of clinical, research and organisational practice.
- To develop skills in independent research and study.
- To develop skills relevant to scientific publications.

Synopsis of the module:

The module will depend on the creation of a piece of work based upon a specific clinically related project relevant to the student's practice.

This project may comprise:

- Literature review and appraisal of the evidence.
- Audit.
- Review and implementation of evidence-based practice.
- Qualitative or quantitative research (formal research involving human subjects is not anticipated).
- Quality of service review with critical appraisal.

Continued on next page

On completion of this module, students will be able to:

1. Produce an extensive piece of literature, which may be suitable for peer-reviewed publication.
2. Critically evaluate educational practice and suggest improvements for change.

Teaching Methods

Module 1 - Research Methodologies and Critical Appraisal

MSc teaching methods for this module are similar to the Postgraduate Diploma course modules, however it is run over 12 weeks.

Module 2 - Professional Project

To produce the professional project, students continue to use the online course; however much of the work is self-directed. Students are expected in the first 8 weeks to interact with their tutor on a weekly basis. Students select a specific project and submit a project summary/ proposal (approximately 1,500 words).

Once the proposal has been approved, the professional project (10,500 words) itself is then completed through online guidance and supervision offered by the tutor. The student and tutor will interact regularly (weekly) on the dedicated students/ tutor discussion area or through any other means of communication deemed appropriate by both parties (telephone/ SKYPE/ email). Note of any verbal communication with the tutor is recorded in the student's journal by the student.

Entry Requirements

Entry to the one year Medical Education MSc will require successful completion of the Medical Education Postgraduate Diploma (120 credits). This can be from Diploma MSc, the University of South Wales or another UK university (having completed similar modules). We can discuss this with you during your application.

Individuals who have not completed the postgraduate diploma can apply for the Medical Education MSc as a two year course consisting of eight modules (180 credits) with the first 120 credits deriving from the postgraduate diploma.

Entry requirements for the two-year course are as for the Postgraduate Diploma.

Applicants should be working in a clinical setting, either in the UK or overseas, and have a science degree in a relevant subject.

You will also need to submit copies of the following with your application:

- Qualification certificates
- A maximum of two professional and/or academic references
- IELTS score of 6.0 with a minimum of 5.5 for each band (or an equivalent qualification)

Graduates of this course will receive a Master of Science award from the University of South Wales, Diploma MSc's collaborative partner. The Medical Education MSc course provides a progression route for the Postgraduate Diploma course in Medical Education.



What do our students think?

Since 2010, over 1000 students have progressed their medical career by enrolling in one of our qualifications. We ourselves have learned a lot during this time and continually seek to improve the student learning experience. Here is what some of our previous students have said:

"I found the online learning very interesting. It enabled me to save money and time."

Dr Imad Eddin Rahamtalla, Doctor

"I strongly recommend Diploma MSc to all those busy physicians who are working in remote areas and wish to upgrade their knowledge."

Dr Junaid Zaffar, Diabetologist

"The learning was fun and enjoyable. The course was awesome and it increased my confidence."

Dr Sankar Nath Jha, Assistant Professor

"I found learning with Diploma MSc interesting, it helped to update my academic knowledge."

Dr Prasanth Kinattupurayil, Doctor

"I love that it was flexible and that I could log in at my convenience. I found this course to be very in-depth, informative, challenging and stimulating."

Kerri-Ann Best PGDip, RD



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