

## PROGRAMME SPECIFICATION

<i>Awarding body/institution:</i>	Queen Mary, University of London
<i>Teaching institution (if different from above):</i>	Barts and the London, Queen Mary's School of Medicine and Dentistry
<i>If accredited by a professional/statutory body, please give the name, date of last accreditation visit and approximate date of next visit:</i>	Not currently applicable, we hope to apply for pre-service HEA accreditation after the course has been running for a year
<i>Name of the final award:</i>	BSc in Medical Education
<i>Programme title:</i>	Intercalated BSc in Medical Education
<i>UCAS code:</i>	

### *Criteria for admission to the programme:*

The course is of one academic year's duration, designed specifically for medical and dental students who have completed the equivalent of the University of London Basic Medical Science (pre-clinical) course and up to two years of the clinical course, i.e. students who wish to intercalate a degree before entering the final year of the MBBS degree programme.

The course is open to all eligible students within the University of London, and also to students who have fulfilled the above entrance requirements at other UK medical schools. The course is offered within Institute of Health Sciences Education (IHSE), and the successful candidates will receive a BSc degree of the University of London. The entrance requirements are:

- a. Completion of a course and satisfactory performance in the examinations in basic medical and human sciences, as described above.
- b. Satisfactory performance in the clinical course and examinations completed by the time of application, if applicable to that applicant's level. It is anticipated that some applicants may not yet have entered the clinical course.
- c. In the first year of running, the course is offered for a minimum of 10 students. No candidate is accepted without interview. The application process will follow that established for other intercalated degrees.

### *Aims of the programme:*

The programme has three parallel aims, to develop practical teaching skills in its graduates, to develop their understanding of how educational theory underpins medical education, and to help them develop generic academic scholarship skills appropriate to a Bachelor in Science degree (level3 SEEC descriptors (SEEC,2001)).

### *Learning outcomes for the programme:*

By the end of the programme, graduates will be able to:

### Practical teaching skills

1. assess the needs of learners, choose appropriate instructional methods, plan, deliver and evaluate teaching in a manner relevant to a medical education.
2. exhibit an appropriate level of competence in delivering a range of teaching activities, to include one-to-one initiatives, small group work and large group teaching; both knowledge and skills-based topics; both in formal settings and work-based environments, including complex and unpredictable contexts.
3. identify and apply principles of evaluation to their teaching in order to assure quality, and in order to develop their teaching skills through informed reflection on action.
4. autonomously construct sound assessment tasks, weighing principles of reliability, validity, cost, educational impact and acceptability in order to justify their choice of assessment method.
5. reflect on their experiences using frameworks from educational theory, and understand the importance of continuing professional development around teaching and facilitating learning.
6. be aware of their personal responsibilities and professional codes of conduct in education, and will be able to apply these principles to their own practice.

### Educational theory and its application

7. demonstrate a comprehensive and detailed understanding of factors from educational psychology and sociological research which affect learning, and be able to apply these principles to facilitate learning.
8. demonstrate knowledge around educational theory, including educational philosophies, assessment theory, curriculum, course design, professionalism in education and continuing professional development.
9. they will have developed awareness of the sociocultural aspects of medical students' professional development and how medical education occurs in the clinical setting.

### Generic Academic scholarship skills

10. critically read a paper, assessing both the message that it presents and the validity of that message.
11. understand the role of systematic literature searches, and concepts of meta-analysis.
12. understand principles of research, including types of data and types of study design, and the application of this to educational research.
13. weigh conflicting messages in the literature, and through discussion and debate, analysis and synthesis, learn to navigate these "*intermediate zones of practice – uncertainty, uniqueness and value conflict*" which characterise Schon's concept of professional practice (Schon, 1987).
14. write a scholarly article, with supervision, of a standard appropriate for publication.
15. engage with portfolio building to enhance their abilities to identify, reflect, record and learn from their own experiences
16. improve their written communication by providing written evidence within their portfolio

### *Teaching, learning and assessment strategies:*

(Used to enable outcomes to be achieved and demonstrated)

- problem-based learning, lectures, practicals, group discussion, tutor-facilitated tutorials, demonstrations, inter-professional assignments.

- Assessment includes coursework, written unseen examinations, observation of teaching, portfolio and project dissertation.
- The final mark will be gained from a combination of assessment from taught blocks (5/8 or 70%) and the project (3/8 or 30%).
- The formal assessment strategy will be presented to the Medical Assessment Committee in order to gain expert advice on issues of validity, reliability and educational impact.
- As a draft assessment strategy, the taught blocks are likely to be assessed through internal continuous assessment (35%), an unseen written assessment in semester 1 (15%) and in semester 2 (20%). The unseen assessments are likely to be in the form of short answer questions, and the continuous assessment will comprise both group and individual marks (Note: this weighting is in line with other similar pathways within the BSc and BMedSci courses).

*Programme structure(s) and requirements, levels and courses*

The duration will be one academic year.

Five compulsory modules at present, plus research project. These modules will run across the first two terms, the final term being taken up with the research project.

**SM1: Fundamentals of Education**

- Covering fundamentals of educational theory.
- Fundamentals of educational practice
- An introduction to academic scholarship

**SM2: The Theory behind Teaching and Learning**

- Basic educational psychology and its application including factors affecting learning
- Sociology of learning including purpose of education, socialisation into medicine, interprofessional education

**SM3: Teaching Methods, Teaching skills**

- A review of core teaching methods and the generic skills required to perform them, including continuing professional development as a teacher

**SM4: Research Methods**

- Accredited course from the BMedSci in Community Health Sciences

**SM5: Assessment and evaluation**

- Assessment theory
- Quality assurance including course evaluation and curriculum evaluation

**SMD6-8: Project**

*Methods of evaluating and improving the quality and standards of Teaching and Learning*

Mechanisms for review and evaluation of curriculum content, teaching, learning, assessment

Student feedback will be elicited through:

- Evaluation of individual modules. Evaluation will be both formative and summative. There will be a mid-point evaluation in each module when students will be invited to informally discuss their views on the quality of their experience with the Programme Organiser and Module Leader. There will also be a summative evaluation employing both questionnaires and nominal group techniques on a rotational basis. Since this is a degree in education the opportunity will be taken for students to experience, become familiar with

and thereby, critically assess, different tools of evaluation. Their comments will be sought in relation to a number of issues including achievability of learning objectives, course materials including reading lists, and feedback on assessment.

- Evaluation of whole programme with particular reference to timetabling, workload, assessment and the processes of supervision. A staff meeting will be held at the end of the year to review the data from student module evaluations and this review will inform planning for the following year and report to the Intercolated Degrees Committee.
- A staff student liaison committee (SSLC). The SSLC will meet once a term and be comprised of module leaders and Programme Organiser as well as student representatives and supervisors from Queen Mary and other collaborating institutions.

#### Committees with responsibility for monitoring and evaluating quality and standards

- The course team will report to the Intercolated Degrees Committee responsible for academic oversight and organisation of all programmes. Subsequently, the Head of Intercolated Degrees will report on this pathway as part of the Annual report on Intercolated Degrees which is submitted to the Associate Dean for Education Quality for consideration by the Education Board.
- The assessment plan will be ratified through the Medical Assessment Committee.

#### Monitoring and induction of lecturers and supervisors from collaborating institutions

- It is anticipated that the taught elements of the programme will be supported by visiting lecturers from other institutions who have expertise in specific areas of education. Their sessions will be observed and co-tutored by the Programme Organiser where appropriate.
- In addition students will be supervised by colleagues from other institutions who are prepared to offer and support students during the research phase of the programme. The students will be based at the workplace of their supervisor. In order to support these colleagues and to clarify their supervisory role, an initial meeting will be arranged at Queen Mary before the start of the research phase. At this meeting the lecturers will be advised in regard to their responsibilities as supervisors, timescales and assessment criteria which will be clarified within a written set of guidelines. Contact will be maintained with the supervisors by telephone and e-mail during the research phase. Regular contact will be kept with students who are being supervised off-site during the entire period of research. This phase of the programme will thereby be kept under close scrutiny to ensure that students and supervisors are well supported and academic standards consistently and rigorously adhered to. All dissertations will be marked by at least one member of Queen Mary academic staff.

#### Student Support and Guidance

- Students and Programme Organisers and the core teaching team will be based together at the Whitechapel site for the taught element of the programme and this will facilitate support for students. It is intended that all students will be allocated a personal supervisor who will meet with students on at least 2 occasions during the year. These arrangements will be detailed to the students during the induction week which will take place at the beginning of the year. These tutorials will be aimed at supporting learning

and development of generic academic skills in line with the overall aims of the programme.

- It is anticipated that some students may make much heavier use of their personal supervisor, and all tutors will be briefed about the course.
- Particular attention will be given to external students who are new to Queen Mary as they settle in to a new learning environment.
- In addition all students will have access to medical school and college support services, including student welfare officer, student counselling service, together with learning development and continuing education unit.

### *Employer links*

There are no direct employer links, although the curriculum is designed and delivered by those who hope to working with these graduates in future years as tomorrow's educators. All objectives are fully consistent with SEEC level 3 descriptors (SEEC,2001)

Date of completion of programme specification:	21 December 2006
Date of approval by Faculty Board/EB:	13 February 2007
Date of update/amendment:	