

Masters in Medical Education for Healthcare Professionals

iheed⁺
transcending boundaries
transforming medical education



WARWICK
THE UNIVERSITY OF WARWICK

Programme Overview

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Masters in Medical Education for Healthcare Professionals

General Information

iheed and the University of Warwick are developing a new online programme in Medical Education for Healthcare Professionals. It is specifically designed for healthcare professionals wishing to develop their roles as educators, and to those who will lead education functions. Participants will learn to use appropriate teaching strategies and educational / adult learning theories to enhance the way they deliver, support and manage learning.

The course will offer state-of-the-art education that can be accessed anytime, anywhere and provide participants with a leading edge understanding of all aspects of Medical Education.

Delivered using a blend of self-paced online content and live online tutorials, the course confers successful candidates with a Level 7 qualification on the QAA national framework in the UK. The audience for the programme will be international, with students recruited from the Americas, Europe, Middle East, and Asia Pacific.

There will be three exit points on the course with awards available at Pg. Certificate, Pg. Diploma and Masters level. Participants who undertake the MSc in Medical Education for Healthcare Professionals will have the opportunity to apply their newfound skills and understanding in medical education to develop, design and deliver a Research Project.

Delivery Model

Programme Induction

Programme induction, prior to Module 1 comprises a number of components, including didactic lectures (which introduce each of the three modules in the semester given either by the module tutors or key opinion leaders in Medical Education) and small group sessions (which bring each of the tutorial groups together with their tutor to provide the basis for their discursive active learning throughout the course of the semester).

It also ensures students are appraised of programme structures, learning methods, regulations, assessment strategy, expectation of ongoing effort and use of the online learning environment.

Self-directed problem-based / case-based learning

The content will utilise a variety of instructional approaches to provide a valuable learning experience that is realistic, relevant, and challenging for the learner. Content will be provided on the iheed online learning environment and incorporate easily navigable, engaging, interactive content.

Synchronous online tutorials

Students are divided into groups of ~20, with tutorials scheduled as suits the needs of each group. Tutor-led 'live' online tutorials are held each week focusing on topics introduced in the online case environment, which are presented weekly with supporting background information and reading lists. The online tutorial format varies and may involve discussion around case studies or input from Key Opinion leaders, continuation of the discussion forum, interpretation of research, critical evaluation of medical education literature, or application of evidence-based teaching methodologies to education practice. These are facilitated through the online learning environment via Zoom or a similar technology. Tutorials are recorded with audio - text transcription and are available to students to review for the remainder of the academic year.

Programme Modules

Module 1 – Essentials of Medical Education

The aim of this module is to enable participants to begin to develop their understanding of education in the field of healthcare / for different health professions, and to apply that understanding in the workplace. It is intended to be the introductory module to the Masters in Medical Education for Healthcare Professionals and provides the foundations on which other modules build.

Module 2 – Effective Teaching in Medical Education

The aim of this module is to enable participants to further their professional development as educators by undertaking self-evaluation of their teaching practice against frameworks and models attempting to describe effective teaching, gaining insights into the processes which support the development of teaching expertise, focusing on their own priorities (derived from self-evaluation) and on key contexts for practice (particular healthcare settings, inter-professional education).

Module 3 – Assessment in Medical Education

The aim of this module is to introduce participants to methods and directions in both formative and summative assessment of learning. Participants will be given opportunities to relate the theory to practice and develop their skills through practical assignments.

Module 4 – Learning Technologies in Medical Education

The aim of this module to give participants an in depth and critical understanding of the potential for taking a learning technologies approach, including:

- A broad conceptual and experiential understanding of the application of learning technologies in teaching, learning and assessment with specific reference to healthcare.
- Capability to develop and evaluate learning and teaching that involves learning technologies.

Module 5 – Evidence and Values in Medical Education

The aim of this module is to equip participants with a critical understanding of the complex interrelationships between evidence, values and professionalism which underpin the methods for developing and undertaking research into medical education.

Module 6 – Management and Leadership in Medical Education

The aim of this module is to enable students to develop a critically evaluative understanding of the key principles of management and leadership in healthcare contexts and be able to apply these in practice.

Module 7 – Research in Medical Education for Healthcare Professionals

This is a 60 CATS module that will enable students to identify, understand, appraise and plan research related to Medical Education.

The module will build on the students' learning in Module 5 (Evidence and Values in Medical Education), allowing them to explore different research methods and giving them the opportunity to apply these skills and understanding to develop, design and deliver a Research Project relevant to Medical Education. The module will cover the skills needed to identify, appraise and synthesise research evidence and develop an understanding of the implications of research for Medical Education. Students will explore different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and the application of various sampling, data collection and data analysis methods. Working independently, and under limited supervision, students will then take responsibility for the direction and management of a project through to completion and submission.

Benefits of the Programme

It is expected that the programme will provide alumni with the skills they need to progress to education leadership positions in the medical field or in academia. They will

- Benefit from the outstanding reputation of the University of Warwick
- Be able to apply educational theory to educational projects in your workplace
- Have a greater understanding of the theory behind the methods used to teach
- Be recognised as exceptional teachers and trainers
- Have access to a global network of world-leading medical education experts
- Apply evidence-based strategies to teach and assess in a variety of settings
- Be recognised as leaders who can mentor less experienced professionals
- Obtain a recognised Postgraduate qualification from a top 10 UK university
- Secure local CME accreditation

Roles in Development & Delivery

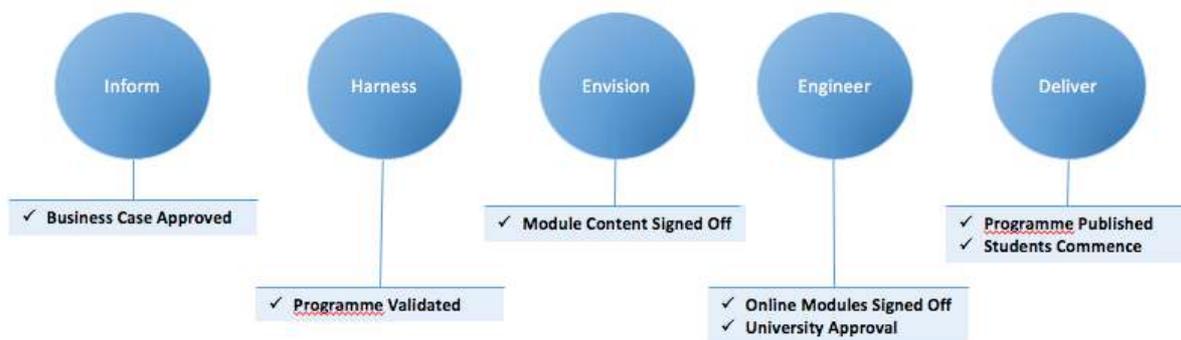
There are currently three areas in which subject expertise is being sought:

- Subject Matter Experts who work with the iheed team to create online content
- Lead tutors who direct the delivery of a module
- Tutors who guiding students through the delivery of a module

Subject Matter Experts

Process Overview

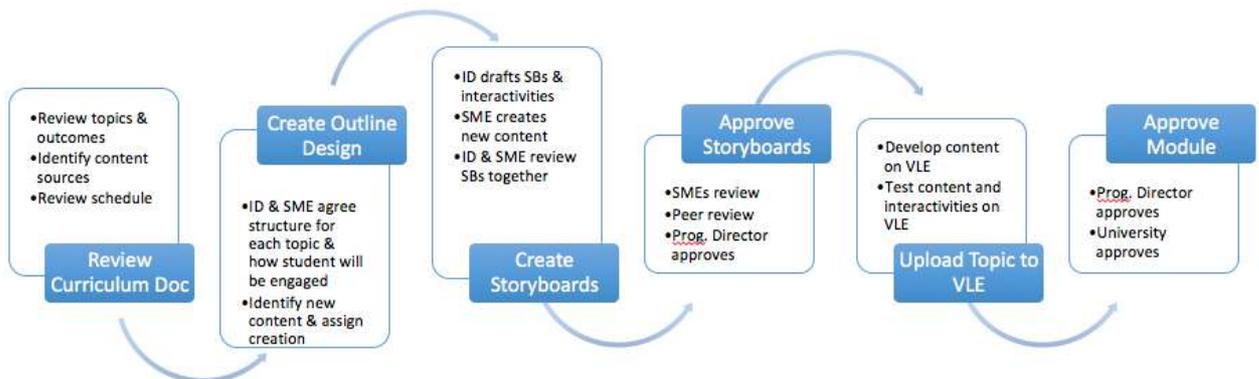
The iheed programme development process is outlined at a high-level below, followed by a more detailed look at the Envision stage, where Subject Matter Experts (SMEs) are most actively involved.



Content Development in the Envision Stage

It is during this stage that SMEs are most actively engaged with the iheed team, to create the instructional content and the interactive elements of the diploma. Generally, iheed will work on one module at a time but may work on the six weekly topics simultaneously. An Instructional Designer (ID) and Project Manager (PM) will work with, and support, the SME throughout the process.

The process for creating the content of a weekly topic is shown below:



- 1 The ID and SME start by reviewing the Curriculum Document to fully understand the Learning Outcomes for the diploma and the module in question. They will also review the topic list and raise any questions/concerns with the Programme Director. Together they will identify sources of content

that the ID can use when structuring the topic and the SME will guide the ID to the appropriate content, good examples etc.

- 2 The ID will subsequently draft the Outline Design. This is an iterative process with the SME to create a 'blue print' for the weekly topic, highlighting the flow of the topic and how the learner will be engaged, e.g., through articles, interactivities, case studies, video or animations. The ID and SME will agree the source content that will be used for each element of the Outline Design and where no good source exists, the SME will be requested to create this content (e.g. a new case study or a quiz). When the ID and SME are in agreement on the Outline Design, it will be reviewed by the rest of the Development team to discuss new interactivities, design and opportunities for innovation and/or reuse.
- 3 The ID will take the lead in creating Storyboards for the topic but again will work closely with the SME to review the topic content as it evolves. The Storyboard will layout the page-by-page content. New interactivities will be incorporated into the Storyboards and the Design team will add all design assets (diagrams, illustrations, photos etc.). By the end of this step, all content for the topic should be created.
- 4 The Storyboards may be reviewed by other SMEs working on the project at the same time. They will also be reviewed and approved by the Programme Director and Medical Editor before they can progress to the Engineer stage. Finally, Storyboards will be sent for peer review but as this process can take a few weeks it will not prevent the Storyboards from progressing through the development process.
- 5 The Development team will convert the Storyboards into interactive online content, which will subsequently go through a full round of quality assurance testing. The ID and SME are included in the testing on the VLE to ensure the Development team have realised the Storyboards as envisaged.
- 6 Finally the content of each module will be approved by the Programme Director and accrediting University.

Effort / Duration

The effort involved in creating instructional content can vary significantly based on the level of source content available and the amount of new content (such as scenarios, animations and quizzes) that needs to be created.

For estimating purposes we plan for 3–5 days SME effort per weekly topic in a postgraduate diploma. This would usually be incurred over a period of 6–8 weeks. Obviously the effort and duration will increase where multiple topics are being worked on simultaneously.

Lead Tutor

Lead Tutor Role

In close cooperation with the Programme Leader, Prof Val Wass, and iheed Dept of Academic Affairs, the lead tutor has responsibility for delivery of their module, supporting and coordinating the approach to teaching across module tutors, and engaging with the administrative and quality assurance processes required by iheed and the University of Warwick.

A lead tutor will normally tutor on the programme and in the initial phases of development, may also carry out work as a subject matter expert in the creation of course content.

Lead Tutor Responsibilities and Deliverables per module

PART A – Quality Assurance of the Module

- Ensure that the module content is informed by research and in line with the learning outcomes as defined in the curriculum
- Review instructional content and interactivities to ensure they are in line with best practice in Medical Education
- Lead tutor induction for their module
- Provide direction to tutors delivering modules, including identification of recent research papers, articles of note etc
- Meet regularly with the tutor group to ensure early identification of issues, support of the tutors in their role and consistency of approach across different tutors delivering on the same module.
- Review and approve any reports on the progress of the module
- Attend Programme management meetings as requested
- On a cyclical basis, review learning outcomes and associated mechanism of assessment for each type of outcome (knowledge, cognitive and practical/skill based)

PART B – Module Assessment

- Work with tutor group to create formative and summative assessments in line with the Scheme of Assessment
- Moderate a set of provisional grades or marks given by a group of tutors
- Participate in the review of assessment offenses as relevant
- Attend the Board of Examiners meetings as requested

Effort / Duration

The effort involved leading a module centres around the delivery of the particular module during the academic year. The estimated effort is:

- | | |
|--|--------------|
| • ½ day per week for 4 weeks in advance of module delivery | 2 days total |
| • ½ day per week during the period of module delivery | 3 days total |
| • 2 days following module delivery moderating assessments | 2 days total |

Tutor Roles

Tutors will generally deliver one module to a student group, though some tutors may elect to deliver more than one block to different groups, or to deliver the same block to multiple groups.

PART A - STUDENT EXPERIENCE

1. Student Induction (if requested)

- a. Attend Start-of-Semester induction:
 - i. Facilitate and lead discussion on the topics covered in the relevant module
 - ii. Lead small group sessions with assigned students

2. Weekly online tutorials

- a. Familiarise yourself with the delivery style / format through the review of existing tutorials.
- b. Conduct a 1-hour synchronous online tutorial during each week of the module, providing guidance, feedback and commentary to students as appropriate.
- c. Ensure the overall structure and format of your tutorials meets the Programme objectives

3. Discussion Forum

- a. Moderate and provide guidance on weekly asynchronous online discussion forums on selected topics. These discussions are designed to provide a context to help students apply acquired knowledge and explore new knowledge through their referenced discussion forum posts and activities.

4. Student Support

- a. For the full duration of the module, provide assigned students with academic support. Support may be via email, instant chat, zoom call etc. Any query/question raised by students are addressed within 24 hours. Please note, most student queries are managed by the iheed Academic Affairs dept and it is not envisaged this is a substantial part of the role.
- b. Review and provide feedback to students on their draft assessment submissions and reflective journal.

PART B – PROGRAMME ADMINISTRATION

Prepare a short end of module report, on the pro forma supplied, and submit this to the Lead tutor as scheduled.

PART C – PROGRAMME ASSESSMENT

1. Author an assessment and grading scheme (if requested)
2. Grade and provide appropriate feedback to students on their assessments
3. Be available if required to attend programme committee meetings, examination board meetings and programme review board meetings via video-conference.

Effort / Duration

The effort involved leading a module centres around the delivery of a module during the academic year.

The estimated effort is:

- ½ day per week for 6 weeks during module delivery 3 days total
- 1 day assessment correction 1 days total

Candidate Profile

Subject Matter Experts, Lead tutors and tutors will have lengthy experience in their field, such that their knowledge and skills are considered “second nature”. They have a comprehensive understanding of the latest research and thinking in the area of medical education.

The roles involve ensuring the accurate representation of content on the iheed platform, liaising with colleagues and/or students and the University of Warwick, therefore they have strong written and oral communication skills (written and oral).

As with any project requiring the input of multiple individuals and being supported by a number of stakeholders, adhering to agreed time commitments is essential.