



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	BSc (Intercalated) in Medical Education
Name of interim award(s):	
Duration of study / period of registration:	One year (Full time)
QMUL programme code / UCAS code(s):	UBZF-QMIHSE1 USMEU - B9MD
QAA Benchmark Group:	Education
FHEQ Level of Award :	Level 6
Programme accredited by:	Queen Mary University of London
Date Programme Specification approved:	17 December 2024
Responsible School / Institute:	Institute of Health Sciences Education

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This BSc in Medical Education was the first of its kind in the UK, and aims to prepare graduates to become tomorrow’s medical educators – not only skilled and reflective teachers, but also those who will become more deeply involved with medical schools, their courses and their curricula.

The rationale for the programme emanates from the need to equip medical students with knowledge of educational principles, and teaching skills. This emphasis is reflected in the policy documents and medical curricula. For instance, teaching is increasingly highlighted as an essential professional role for doctors by both the General Medical Council and the British Medical Association.

We aim to help students understand the theories behind teaching and learning, where education finds itself in society, and for you to develop practical skills in teaching. Our experience is that through the course, graduates become much more confident teachers and learners with an expertise that they did not have before.

During the year students will meet some experts in education, some from Barts and The London, and others from elsewhere. Students also attend the annual ASME Research Methods in Medical Education (RME) conference each year, and have the opportunity to submit abstracts to the summer ASME and AMEE conferences during their year and we fund attendance for those whose abstracts are accepted.

Aims of the programme

The programme has three parallel aims. For graduates to develop:

1. practical teaching skills relevant to a variety of learning contexts
2. understanding of how educational theory underpins medical education,
3. generic academic scholarship skills appropriate to a Bachelor in Science degree.

What will you be expected to achieve?

This course will enable students to understand the sociocultural and historical influences on medical educations. They will explore the ways in which curricula are designed and delivered, the basis for the types of assessment in medical school and the ways in which quality is assured. They will develop a critical perspective on medical education and the literature and evidence on teaching and learning which underpins it. Graduates of the course will possess skills in critical appraisal, research design and execution, the design and delivery of different types of teaching (small group, clinical and non-clinical, lecture based etc).

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	assess the needs of learners, choose appropriate instructional methods, plan, deliver and evaluate teaching in a manner appropriate to medical education.
A 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.
A 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.

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A4	autonomously construct sound assessment tasks, weighing principles of reliability, validity, cost, educational impact and acceptability in order to justify their choice of assessment method.
A5	reflect on their experiences using frameworks from educational theory, and understand the importance of continuing professional development around teaching and facilitating learning
A6	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

Disciplinary Skills - able to:	
B1	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.
B2	demonstrate knowledge around educational theory, including educational philosophies, assessment theory, curriculum, course design, professionalism in education and continuing professional development.
B3	they will have developed awareness of the sociocultural aspects of medical students' professional development and how medical education occurs in the clinical setting

Attributes:	
C1	critically read a paper, assessing both the message that it presents and the validity of that message.
C2	understand the role of systematic literature searches, and concepts of meta-analysis.
C3	understand principles of research, including types of data and types of study design, and the application of this to educational research.
C4	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).
C5	write a dissertation, with supervision, of a standard appropriate for publication
C6	engage with portfolio building to enhance their abilities to identify, reflect, record and learn from their own experiences
C7	improve their written communication by providing written evidence within their portfolio

How will you learn?

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

Assessment includes coursework, observation of teaching, portfolio and project dissertation.

The final mark will be gained from a combination of assessment from taught blocks and the project.

How will you be assessed?

The taught blocks are assessed through a broad range of written assessments such as essays, critical reviews, portfolios, data interpretation reports, group and individual presentations and the dissertation. (Note: this weighting is in line with other similar

pathways within the BSc and BMedSci courses)

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The duration will be one academic year.

Six compulsory modules at present including a 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: Assessment, Evaluation, Quality and Curriculum

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

SM5: Issues and Methods in Education Research

- Research project design, research ethics, data collection methods, data analysis techniques

SM6: Medical Education Dissertation

Independent study, which may or may not involve collecting primary data, on a topic related to medical education

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Fundamentals of Education	IHS6012	15	6	Compulsory	1	Semester 1
Theory Behind Teaching and Learning	IHS6010	15	6	Compulsory	1	Semester 1
Teaching Methods, Teaching Skills	IHS6011	15	6	Compulsory	1	Semester 2
Assessment, Evaluation, Quality & Curriculum	IHS6013	15	6	Compulsory	1	Semester 2
Issues and Methods in Educational Research	IHS6017	15	6	Compulsory	1	Semesters 1 & 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	IHS6016	45	6	Compulsory	1	Semesters 1 & 2

What are the entry requirements?

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:

- Completion of a course and satisfactory performance in the examinations in basic medical and human sciences, as described above.
- 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.
- The course has a maximum intake of 18 students. No candidate is accepted without interview. The application process will follow that established for other intercalated degrees.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

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 Intercalated 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 Intercalated Degrees Committee responsible for academic oversight and organisation of all programmes. Subsequently, the Head of Intercalated Degrees will report on this pathway as part of the Annual report on Intercalated 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 may 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.

What academic support is available?

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 to teaching in small groups, and regular access to all tutors on the course, each student will have a dissertation supervisor responsible for developing their skills in carrying out a research project.

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.

How inclusive is the programme for all students, including those with disabilities?

The iBSc in Medical Education may be unique in that discussions of accessibility form part of the course. Students undertake teaching on individual differences in learning and accessibility. In teaching sessions we discuss strategies to make education more inclusive for minority groups and those with learning differences.

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

For further types of student support please contact the following: IHSE Student Support: smd-student-support@qmul.ac.uk

The College has an Occupational Health Service who are involved in the prevention of work/study related ill health, facilitating rehabilitation after illness and injury, and promoting physical and mental wellbeing. Contact helpdesk: occhealth@qmul.ac.uk

Health Centre is located on the ground floor of the Geography Building (just behind Queens Building). It is open from 9.00 a.m. to 4.30 p.m. Monday to Friday. A registered nurse is on duty throughout these times.

Programme-specific rules and facts

none

Links with employers, placement opportunities and transferable skills

There are no direct employer links, although the curriculum is designed and delivered by those who hope to be working with these graduates in future years as tomorrow's educators. All objectives are fully consistent with SEEC level 3 descriptors (SEEC, 2001). Opportunities include new academic postgraduate pathways (Dimitri and Stephenson, 2006; MMC, 2005b) and specific core outcomes in the national foundation years curriculum covering the development of skills and knowledge around teaching and education (MMC, 2005a). Hospital trusts are also increasingly looking for doctors with qualifications in education to take on leadership roles in medical education. This BSc programme of study is therefore germane to current and imminent developments within postgraduate as well as undergraduate medical education

Programme Specification Approval

Person completing Programme Specification:	Esther Murray
Person responsible for management of programme:	Esther Murray
Date Programme Specification produced / amended by School / Institute Education Committee:	3 Dec 2024
Date Programme Specification approved by Taught Programmes Board:	17 December 2024