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AN OVERVIEW
This is a time of innovation in medical education when changes in health care delivery systems have profound implications for teaching and learning. There is public and professional demand for more relevance in educational programmes with funding bodies and government requiring accountability and quality in education. In this context, completion of at least a Certificate in Medical Education is becoming increasingly important, with some postgraduate deaneries making it mandatory. Health service doctors make an enormous contribution to undergraduate teaching and postgraduate training and the GMC is moving towards ensuring that trainers are recognized and approved in their positions. Throughout the world there is increasing recognition of the need for all those working in the healthcare system to obtain training for their teaching roles.

The Postgraduate Certificate, Diploma and Masters programme in Medical Education has been designed to meet the teacher training needs of health professions’ teachers at a range of levels.

Postgraduate Certificate Course in Medical Education
The Postgraduate Certificate course in Medical Education has been designed to provide participants with an overview of key issues in medical education and to enable them to develop a basic level of educational competence and professionalism. The aim of the Postgraduate Certificate is to equip health professionals to practice across the range of domains of teaching & learning and assessment in their own settings. The focus at the Certificate level is on the Teacher as Practitioner. The course is designed both for health professionals new to teaching and for existing staff wishing to improve their educational expertise.

There are two core and two optional modules in the general Certificate course. The two core modules are Teaching & Learning and Principles of Assessment in Medical Education. In addition, participants must select two modules from a range of options.

Participants enrolled on the specialist Certificates (for surgeons, general practitioners and anaesthetists) will be required to complete two core modules including an additional module relevant to their speciality (e.g., Medical Education for surgeons, Medical Education for general practitioners or Medical Education for anaesthetists) and one optional module.

Upon completion of the Certificate, participants will have:
- Developed the basic competencies of teaching and assessment necessary to become reflective teacher practitioners.
- Understood core theoretical principles of teaching, learning and assessment and demonstrated their abilities to apply these to their own educational contexts.
- Developed important transferable academic skills (e.g. reflection, critical thinking, academic writing, academic integrity, information literacy and autonomous study skills).

Postgraduate Diploma Course in Medical Education
After completion of the Postgraduate Certificate course, participants who wish to study the key issues further and to increase their educational expertise can undertake the Postgraduate Diploma Course in Medical Education. The focus at the Diploma level is on the Teacher as Leader.

There are two more core modules for all participants who enroll at the Diploma level: Curriculum Planning and Management & Leadership in Medical Education. After the two core modules, participants are expected to complete two optional modules from a range of study areas for the Diploma. However, those participants who intend to complete the Masters course should complete the module on Research in Medical Education in lieu of one of the optional modules.

The Diploma stage of the course is designed to increase participants’ educational competence and professionalism.
Upon completion of the Diploma, participants will have:

• Understood core theoretical principles of management, leadership and curriculum development, and demonstrated their abilities to apply these to their own educational contexts.

• Developed competencies of curriculum development and leadership to become reflective educational leaders.

• Developed important transferable academic skills (e.g. reflection, critical thinking, academic writing, information literacy and autonomous study skills).

Masters Degree in Medical Education

After Postgraduate Diploma level studies, participants who wish to develop expertise in one or more aspects of medical education can progress to a supervised research project to complete the taught Masters degree. The focus at the Masters level is on the Teacher as Researcher. This involves in-depth study of one aspect or topic of medical education, the completion of a project and written submission of the research project. Acceptance of their Masters proposal is dependent on satisfactory progress at Postgraduate Certificate and Diploma levels.

Those participants who wish to progress to the Masters stage of the course will be required to complete the core module for the Masters, Research in Medical Education. Participants can choose from two available paths in consultation with academic staff. They may choose to complete a 60-credit research-based dissertation of 10,000-15,000 words. Alternatively, they may choose to undertake an additional optional module at the Masters stage and submit a 45-credit research-based journal article of 7,000-words. Participants accepted to the latter option will be advised to choose an optional module relevant to their research project.

Upon completion of the Masters, participants will have:

• Understood core theoretical principles of educational research and demonstrated their abilities to apply these through their own independent research study.

• Developed competencies of becoming educational researchers.

• Developed important transferable academic skills (e.g. reflection, critical thinking, academic writing, information literacy and autonomous study skills).

METHOD OF STUDY

There are pathways through the programme:

• by online learning

• by face-to-face teaching

• a combination of face-to-face and online learning

Student-learning across the programme will include working with online materials, interaction with peer learners, reflection on practice, tutor contact and personal study. Most participants study by distance learning although between 10 and 30 participants attend the Centre for Medical Education premises in Dundee each year for face-to-face teaching. We are creating more opportunities for blended learning, so that online learners can learn with our face-to-face learners and vice versa. Participants wishing to combine the face-to-face approach with distance learning study (up to two modules per academic year as a blended approach), can attend the timetabled intensive one-week session for a module. On-site workshops are also provided in those institutions where there is sufficient participant demand.

CONTENT

There are six main themes within the medical education programme of courses:

1. Teaching and learning
2. Assessment
3. Curriculum development
4. Leadership
5. Clinical teaching
6. Research

There are modules within each theme, some of which are designated core for specified levels of the programme. The remainder contribute to a wide menu of options from which participants select those most appropriate to their needs.

EDUCATIONAL STRATEGY

A task-based learning approach is adopted, with activities integrated into the learning materials that encourage participants to link educational theory to their every-day practice as teachers of health professionals and to reflect on that practice. This approach enables participants to individualise their learning and produces a student-centred programme of courses that can, in part, be implemented in the workplace.

Reflective practice is emphasised in four ways through:

• Formative assessment activities that give participants feedback on their progress

• Module assignments that ask participants to apply the educational principles and concepts presented in the module to their own teaching practice and to critique what they have developed
• Peer-to-peer and peer-to-tutor interaction in online fora
• Feedback from tutors which not only encourages students but also prompts them to further update/improve their practice.

ASSESSMENT
Each module is assessed by a combination of written assignments and practical exercises which normally require participants to apply educational principles to their own situation and reflect on the result. The vast majority of the assessment tasks will involve participants demonstrating their understanding of key principles and the application of those principles through a variety of practically orientated assessments (e.g. essays, portfolios, critical reflection and appraisal, development of plans, problem-solving tasks).

MANAGEMENT & ORGANISATION
Course tutors keep in contact with participants by face-to-face meetings, telephone, Skype, e-mail or online fora as appropriate. Participants are required to use their Dundee University email address for all course communication. An online newsletter provides participants with information regarding new developments, graduations and individual achievements. Tutors for each theme are members of the Board of Studies which is responsible through the Medical School Board of Studies to the University of Dundee Senate for the academic management and development of the courses.

There is a full-time Course Administrator for the Centre’s medical education courses who is responsible for day-to-day administration, as well as several full-time administrative staff working in various capacities at the Centre.

MEETING TRAINING NEEDS
The programme of courses in medical education has been designed to meet a need for training in education for health care professionals institutionally, nationally and globally.

Institutional
The mission of the University is “to provide education of the highest quality coupled with a leading contribution to the advancement of knowledge, thereby developing in our participants the imagination, talents, creativity and skills necessary for the varied and rapidly changing requirements of modern life. Building on the long and admirable tradition of higher education in Scotland, the University will enhance further its international and national standing and will contribute significantly to social, cultural and economic well-being and to improvements in the quality of life”.

As part of this vision, the University of Dundee has made a strong commitment to the development of its staff. Much of the responsibility for staff development has been devolved to colleges and other administrative groupings, while still providing a programme of appropriate centrally funded activities to complement the college or school programmes.

Staff from all parts of the University of Dundee are welcome to attend the short courses held annually in the Centre for Medical Education premises at The Mackenzie Building and places are reserved specifically for them.

National
Within the UK, individual health care professionals with responsibilities for educating others enrol on the Dundee medical education programme to meet their training needs.

Relationships have been established with other institutions such as the Royal Colleges, and these institutions use course materials to meet their members’ needs in education.

In conjunction with the Royal College of Anaesthetists in the UK, a Postgraduate Certificate course in Medical Education has been designed specifically to meet the needs of anaesthetists who teach other anaesthetists. Participants study the core Postgraduate Certificate material and complete a module specifically written for them by members of the Royal College of Anaesthetists in lieu of one of the optional modules.

The Royal College of General Practitioners has collaborated with the Centre for Medical Education in the development of a distance-learning course in medical education for general practitioners. Participants complete the core modules for the Postgraduate Certificate in Medical Education.

Additionally, they complete a module specifically written for them by members of the Royal College of General Practitioners in collaboration with Centre staff in lieu of one of the optional modules.

The Association of Surgeons of Great Britain and Ireland (ASGBI) has collaborated with the Centre for Medical Education to provide a Postgraduate Certificate in Medical Education for Surgeons. Participants complete the core modules for the Postgraduate Certificate in Medical Education and then complete a module specifically for surgeons in lieu of one of the optional modules.

International
Individual teachers from every continent have enrolled on the medical education programme. Some of these participants have come to Dundee for face-to-face teaching, but most study by distance learning. Our recent introduction of a blended model where distance learners can come to CME for a week of face to face teaching has been well received. Some of the distance learners have set up group meetings in their own countries to provide peer support. The
online programme also facilitates further interaction among participants in specific regions through online fora and blogs. Staff from the Centre for Medical Education have, when requested, run overseas workshops for distance learners, similar to the face-to-face courses provided in Dundee.

EDUCATIONAL PHILOSOPHY

The educational philosophy underpinning the programme is that of self-directed and experiential learning. The programme emphasises balancing the theoretical and practical aspects of medical education. The modules utilise participants’ current educational practice as a foundation for learning, and support their growth and development through activities for self-reflection. Furthermore, the programme facilitates socio-cultural learning through e-learning, peer-to-peer and peer-to-tutor interaction, helping participants develop a sense of belonging to a worldwide community of learning practice and a sense of identity as a ‘Dundee’ student.

For face-to-face participants, programme modules are offered as blended learning, which can be customised to participants’ individual learning needs and styles. 150 hours of work is expected from participants for each module: taught activities take up 42 hours of face-to-face teaching per module, which include both group work and didactic sessions. The remaining time is for self-study during which participants are expected to cover the study materials and recommended references (made available online), and to complete the formative and summative assignments. Tutor support is offered and peer-to-peer interactions are maintained using online fora for distance learners and both online and face-to-face resources for face-to-face learners.

For distance learning participants, the programme is available completely online, with each module requiring up to 150 study hours to complete. Tutor support is offered and peer-to-peer interactions are maintained in online fora. Additionally there is an opportunity for face to face teaching where distance learners can attend the timetabled intensive one-week session for a module (learners can take up to two modules per academic year as a blended approach).

Formative assessment activities are included throughout each module to give participants feedback on their progress. The summative assessments for each module focus on participants’ abilities to apply the concepts and principles introduced in the module in their day-to-day or future work at their own workplace. The assignments are blueprinted against the educational outcomes for the module. All assignments are submitted online.

Our approach to assessment and feedback includes self-evaluation on feedback and feedforward. In this way, feedback should be transformative, contributing to the development of both scholastic and educational roles. As medical educators our students will appreciate the importance of this for developing lifelong learning and promoting reflective practice.

SPECIAL FEATURES OF THE COURSE

The medical education programme has a number of special features that together contribute to its unique flavour.

- **Outcome-based approach**: The outcome-based approach provides a useful framework for the courses. It emphasises the technical aspects of the teachers’ responsibilities at the same time as the scholarship and professionalism of teaching. It identifies what the teacher should be able to do and also highlights that the teachers should reflect on and take responsibility for their professional development.

- **Design of course materials**: Reflection is encouraged through the design of the course materials, with activities to encourage interaction with the material, self-assessment exercises and peer-to-peer and peer-to-tutor interaction. Readings and references at the end of each module encourage further learning about specific topics. The module assignments are designed to ensure participants reflect on the relevance of the underlying educational concepts and principles to their own situation.

- **Linking theory with practice**: The task-based learning strategy employed in the programme encourages on-the-job learning as a health professions educator. The design of the module assignments encourages linking theory with the individual participant’s teaching practice.

- **Emphases**: The different emphases on the three levels of the programme, with the Certificate focusing on teachers as practitioners, the Diploma focusing on teachers as leaders, and the Masters focusing on teachers as researchers, allows participants to select a course that is appropriate to their individual needs as educators.

- **Transferable skills**: The programme has been designed with an emphasis on providing participants with a range of transferable skills specific to the different emphases on teachers as practitioners, leaders and researchers. These include skills in academic writing, information literacy, independent research, reflective practice, critical thinking, among others.

- **Flexibility**: The majority of participants study by distance learning with no need ever to visit Dundee, which makes for a convenient method of study. The potential for blended delivery of the courses with a combination of distance learning, face-to-face teaching and easy availability of tutor support provides flexible learning designed to fit in with the busy schedule of the health professions educator. The programme also offers flexible start and end dates for the vast majority of the modules.
• **Credibility**: The course has been developed by a group of practising teachers many of whom are innovators in medical education. This not only gives the course credibility but also ensures that the course material is at the cutting edge of developments in health professions education.

**OTHER SOURCES OF INFORMATION**

Information about the courses is provided by the Centre for Medical Education for applicants through:

• Posters and brochures that include information about the Postgraduate Certificate, Diploma and Masters courses by face-to-face study and distance learning

• The CME website [www.dundee.ac.uk/meded](http://www.dundee.ac.uk/meded)

• The CME BUZZ, a monthly newsletter [http://medicine.dundee.ac.uk/cme-buzz-news](http://medicine.dundee.ac.uk/cme-buzz-news)

• Conference attendance by academics / administrators

• [University of Dundee CME](http://medicine.dundee.ac.uk/cme-buzz-news)

• [@CME_Dundee](http://medicine.dundee.ac.uk/cme-buzz-news)
PROGRAMME THEMES

COURSE DESIGN
The programme comprises three award-bearing courses:
1. Postgraduate Certificate in Medical Education
2. Postgraduate Diploma in Medical Education
3. Masters in Medical Education

The focus of the Certificate will be on teacher as practitioner. At the Certificate level participants will study four 15-credit modules. For those studying the general certificate, they will study two core modules (Teaching & Learning in Medical Education and The Principles of Assessment in Medical Education) and they are able to choose another two modules from a range of options. There are three specialty modules: Medical Education for Anaesthetists, Medical Education for General Practitioners and Medical Education for Surgeons. Please see page 11 for details.

The focus of the Diploma will be on teacher as leader. At the Diploma level participants will study a further four 15-credit modules. For those wishing to exit the course at the Diploma level they are required to take two cores (Curriculum Planning in Medical Education and Management & Leadership in Medical Education) and a further two options from the programme of options. For those wishing to progress to the Masters level and wanting to do the 60-credit dissertation option at Masters, they will also be required to study the core module Research in Medical Education.

The focus of the Masters will be on teacher as researcher. At the Masters level, following the completion of 8 modules, participants have two options. They can either do a 60-credit research-based dissertation (10,000-15,000 words) or a 45-credit research-based journal article (approx. 7000 words). For those choosing this latter option, they will be required to take an additional optional module at the Masters level – typically participants will be advised to do a module relevant to their research project (if they have not already done so).

DESIGN OF MODULES
Individual modules incorporate:
- Presentation of key educational principles and concepts and any adaptations to meet the needs of the health care professions;
- Examples of the educational principles, concepts and approaches as applied in the healthcare professions at undergraduate, postgraduate and continuing education levels;
- Activities to help participants apply the concepts, principles or approaches to their own specific situation whether in Dundee, elsewhere in the UK or overseas.

While most participants come from the medical profession, others have a background in nursing, dentistry, veterinary and the professions allied to medicine or administration. It is not always possible to provide examples appropriate to all of these contexts and professional groupings, but where good examples are available these are included in the text, in the readings or as references.

The modules aim to provide participants with the best available evidence to inform their judgements regarding their educational practice, i.e. to answer questions such as:
- What is the best way to facilitate learning of a particular topic in my situation?
- What is the best assessment method to use for my students?
- What is the most effective educational strategy to employ in my course?

The modules will be updated at regular intervals.

TEACHING AND LEARNING
The modules in this theme are based on a cognitive/constructivist understanding of the learning process and of knowledge acquisition. The different approaches to teaching and learning are seen as ways of facilitating learning of knowledge, skills and attitudes, of building up competencies, and of encouraging the development of professional approaches to teaching in the health professions. Essentially, the focus of the theme is on shifting teachers’ concepts of teaching from teacher-centred/content-oriented, to student-centred/learning-oriented. Within the teaching and learning theme there is a module specifically related to e-learning. This module situates e-learning and its development in a variety of contexts within the health professions; demonstrates a range of e-learning tools, critically evaluating each; and describes the design process, including pedagogical underpinning and
supporting online learners. The goal of the modules in this theme is to enable participants to evaluate and implement a variety of communication and collaboration strategies in order to improve their teaching.

**ASSESSMENT**

The importance of assessment in medical education cannot be overemphasised. It contributes significantly to the effectiveness of learning whether one is a student, a teacher, a trainer or directly involved with continuing professional development. The modules in this theme cover a wide range of topics. Course participants receive grounding in the basic principles underlying any assessment. In addition they are shown the key methods to adopt when assessing knowledge, skills or attitudes. Innovative techniques are described as well as those more commonly used. Concepts such as validity, reliability, standard setting, and criterion and norm referenced testing are dealt with in a way that balances theory with practice. Topics such as self-assessment and workplace-based assessment are explored in considerable depth and participants are encouraged to create their own tools for use in their workplace. Advice is also given on coping with common problems and pitfalls. The range of modules covers outcomes in relation to: developing assessment strategies for courses; devising assessment criteria for different types of evidence of student learning; implementing a valid and reliable assessment system; reviewing student progress through the assessment process; and creating mechanisms for quality student feedback.

**CURRICULUM DEVELOPMENT**

The curriculum development theme introduces a range of strategies at the forefront of educational developments in the healthcare professions. The main concepts explored include curriculum planning, development and evaluation. In relation to curriculum planning, relevant theories, current trends and quality assurance aspects are discussed. The curriculum development and evaluation strategies are introduced in the light of literature evidence. The learning activities and assessment tasks encourage participants to apply the theoretical knowledge in their day-to-day practice in planning, developing and evaluating their courses or programmes.

**LEADERSHIP**

Leadership in medical education has become an increasingly important topic for those who wish to develop careers as medical educators. Modules relating to this theme are designed to provide participants with the tools to understand, apply and reflect critically upon the issues of management, leadership and professionalism in medical education. Key topics in these modules include outlining different management/leadership models and styles; applying theoretical knowledge to enable participants to reflect critically on their abilities to lead and manage themselves, others within teams and networks, and other education resources; understanding the principles of change management/leadership and strategic planning in line with educational governance frameworks; developing a strategic plan for change within their own medical education contexts; understanding and reflecting on their own professionalism as educators; understanding and reflecting on how they can shape their students’ professionalism development through teaching, role modelling and assessment; evaluating different methods of teaching; and assessing professionalism.

**CLINICAL TEACHING**

Clinical teaching is a vital aspect of healthcare professions education. The modules under this theme aim to help participants to carry out teaching in different clinical settings with a sound understanding of theoretical underpinning and the literature evidence. The topic areas include current trends and strategies, effective use of different clinical settings for teaching, encouragement of reflective practice among students and trainees, simulator-based teaching, and clinical reasoning. Tools, tips and innovative methods are introduced in the modules, which can be customised to suit the needs, circumstances and resources available in participants’ own contexts. The activities and assignments of these modules encourage the application of the related concepts in participants’ own teaching practices.

**RESEARCH**

The module contained in this theme helps participants understand the importance of educational research and its significance within medical education. It places emphasis on balancing the theoretical and practical aspects of medical education research and utilizing the participant’s current knowledge of medical education research as a foundation for learning and supporting their growth and development and activities for self-reflection. It builds on basic scholarship principles learnt across previous core and optional modules for the Certificate and Diploma, and prepares participants for independent medical education research as part of the Masters. Key topics include defining medical education research and discussing the role of theory; discussing key ethical considerations; understanding key methods in medical education research; and preparing a proposal and an ethics application. This module is designed both to prepare participants for the requirements of the Master’s research project and to provide them with the independent research skills necessary to the role of the medical educator as researcher.
## MODULES AVAILABLE

### Cores (5)
- Teaching and learning in medical education (Certificate)
- Principles of assessment in medical education (Certificate)
- Curriculum planning in medical education (Diploma)
- Management and leadership in medical education (Diploma)
- Medical education research (for those wishing to proceed to Masters)

### Options (5)
- Clinical skills and simulation for education and practice (compulsory one-week face-to-face element in this module)
- E-learning in medical education
- Assessing knowledge, skills and attitudes
- Professionalism in medical education
- Clinical teaching

### Currently under development
- Educational support in the health professions
- Faculty development in the health professions

### Specialist (3)
- Medical education for surgeons (in development in association with the Association of Surgeons of Great Britain and Ireland)
- Medical education for general practitioners (in development in association with the Royal College of General Practitioners)
- Medical education for anaesthetists (in development in association with the Royal College of Anaesthetists)
COURSE DELIVERY

All modules except ‘Clinical Skills and Simulation for Education and Practice’, can be studied by online distance learning and this is the main delivery mode. Participants can start their studies at any time during the year and need never attend face-to-face teaching or assessment in Dundee. The result is a convenient and flexible programme that participants can work through using an approach and at a rate that is suitable to their needs and work commitments. Face-to-face teaching is offered in Dundee from September until December each year for those participants who opt for full-time Postgraduate Certificate level study and from September until April for Postgraduate Diploma level study. Participants wishing to combine the face-to-face approach with distance learning may study up to two modules per academic year as a blended approach, attending the timetabled intensive one-week session for the module. Contact the Course Administrator for more information. It is also possible to study either the Certificate or Diploma stages at the Centre for Medical Education again combining face-to-face with distance. On-site workshops are also provided where there are sufficient numbers of interested participants.

Distance learning participants receive learning materials entirely by online delivery. Face-to-face teaching is delivered by a blend of online and face-to-face learning materials.

INDUCTION

All students start with an online induction to familiarise them with the software, the course and University support. For face-to-face students this is combined with a programme of orientation and academic sessions.
PROGRAMME MODULES & OUTCOMES

CME INDUCTION

Required for all new course participants

By the end of this module, students should be able to:
1. understand the course structure, methods and rationale
2. know the staff make-up of the CME
3. be able to navigate round My Dundee on the University of Dundee Virtual Learning Environment (Blackboard)
4. be able to upload an assignment on My Dundee on the University of Dundee Virtual Learning Environment (Blackboard)
5. be able to access their University of Dundee email account
6. be able to access the University of Dundee library resources
7. know the support services available to them and how to contact each
8. understand the meaning and importance of academic integrity and its implications for participants
9. be able to access their Reflection on Feedback Wiki
10. be able to download tutor feedback

ASSESSMENT

Principles of Assessment in Medical Education
(Core for Certificate)

By the end of this module, students should be able to:
1. understand what is meant by “good” assessment
2. design a self-assessment/peer assessment exercise
3. carry out a variety of standard setting techniques
Prerequisites: None

Assessing knowledge, skills and attitudes
By the end of this module, students should be able to:
1. develop instruments to assess knowledge
2. develop instruments to assess skills
3. develop instruments to assess attitudes
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

TEACHING & LEARNING

Teaching & Learning in Medical Education
(Core for Certificate)

By the end of this module, students should be able to:
1. understand the major pedagogic theories and different teaching styles/activities
2. apply these theories to designing lesson plans
3. select and use evaluation tools
4. understand mentoring of teaching
Prerequisites: None

E-learning in medical education
By the end of this module, students should be able to:
1. situate e-learning in a variety of contexts, critically reflecting on development in the health professions
2. demonstrate familiarity with a range of e-learning tools
3. understand design processes associated with an integrated approach including supporting learners
4. evaluate and implement a variety of communication and collaboration strategies
Prerequisites: None

CURRICULUM DEVELOPMENT

Curriculum Planning in Medical Education
(Core for Diploma)

By the end of this module, students should be able to:
1. demonstrate understanding of the theoretical underpinnings of the concept ‘curriculum’
2. identify different trends in curriculum development in medical education
3. apply curriculum principles and trends in the design of a unit, module or subject, or a curriculum for a whole course or degree programme
4. demonstrate how the needs of key stakeholders (e.g. regulatory bodies and other quality assurance agencies, the profession) are considered in designing a curriculum;
5. formulate a comprehensive and rigorous needs analysis plan for an educational intervention
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

EDUCATIONAL SUPPORT

Educational Support in the Health Professions

By the end of this module, students should be able to:
1. understand and critically evaluate different models of support systems including supervision, mentoring and undergraduate support in a variety of contexts
2. design a support system for their own context, identifying potential barriers and solutions
3. understand the key issues relating to equality and diversity
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

LEADERSHIP

Management & Leadership in Medical Education
(Core for Diploma)

By the end of this module, students should be able to:
1. differentiate between ‘management’ and ‘leadership’ and outline different management/leadership models and styles
2. apply theoretical knowledge to reflect critically on their abilities to lead and manage themselves, others within teams and networks, and other education resources (e.g. finances)
3. understand the principles of change management/leadership and strategic planning
4. develop a strategic plan for change within their own medical education context
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education
Professionalism in Medical Education
By the end of this module, students should be able to:
1. understand what is meant by the term ‘professionalism’ and reflect critically on their own professionalism as clinicians and educators
2. evaluate different methods of teaching professionalism
3. reflect critically on their status as role models for students’ professionalism development and professionalism dilemmas they have experienced with students
4. evaluate different methods of assessing professionalism and reflect critically on their own professionalism assessment experiences (as assessor or assessed)
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

Faculty Development in the Health Professions
By the end of this module, students should be able to:
1. understand and critique the major pedagogic theories and different teaching styles/activities suited to faculty development
2. apply these theories to designing faculty development
3. select and use evaluation tools
4. develop mechanisms for continual faculty support
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

Clinical skills and simulation for education and practice
By the end of this module, students should be able to:
1. evaluate types and classifications of simulation and simulators
2. critically appraise the evidence for the use of simulation in clinical skills education and in the workplace
3. critically analyse different models for debriefing and feedback following a simulated event
4. understand and evaluate the use of different educational theories applied to the development of simulated events
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

Clinical teaching
By the end of this module, students should be able to:
1. demonstrate a sound understanding of trends, strategies and settings used in modern-day clinical teaching
2. suggest practical measures of incorporating these trends and strategies to their teaching practice
3. critically discuss the utility of these trends, strategies and settings for their own contexts and purposes
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

RESEARCH
Medical education research
(Core for Masters)
By the end of this module, students should be able to:
1. define medical education research and discuss the role of theory within education research
2. discuss key ethical considerations in medical education research
3. understand key methods (data collection and data analysis) in medical education research
4. prepare a medical education research proposal and associated ethics application including information sheets and consent forms
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

GENERAL PRACTICE
Medical education for general practitioners
By the end of this module, students should be able to:
1. critically explore the RCGP Curriculum Core Documents
2. synthesise these into a conceptual approach to life-long learning
3. plan and evaluate the impact of an educational programme encompassing this approach to generalist clinical care
4. plan and evaluate the effectiveness of an assessment methodology using an appropriate range of methods
5. critically reflect on the outcomes in relation to achieving enhanced continuous professional development for clinical generalists
Prerequisites: Teaching & Learning in Medical Education and Principles of Assessment in Medical Education

ANAESTHETIC MODULES
Whilst the learning material for Medical Education for Anaesthetists are available in paper format, we do not expect them to be ready in an online module until the 2014/2015 academic year. We are suggesting to students who wish to take this specialist module that they study the two core modules (Teaching & Learning and Principles of Assessment) and choose an optional online module from a list before studying the Anaesthetist material via paper if it is not yet available in electronic format.

SURGERY MODULES
Whilst the learning material for Medical Education for Surgeons are available in paper format, we do not expect them to be ready in an online module until the 2014/2015 academic year. We are suggesting to students who wish to take this specialist module that they study the two core modules (Teaching & Learning and Principles of Assessment) and choose an optional online module from a list before studying the Surgeon’s material via paper if it is not yet available in electronic format.
ASSESSMENT

ASSESSMENT METHODS

Each module has between one and four summative assessment tasks. These assignments may take the form of written responses, presentations, or practical exercises. They require the synthesis of theory and practice with worked examples from the participant’s own professional experience.

Learning outcomes are stated for each module. These outcomes must be met in each assignment. The participant is required to demonstrate mastery of the concepts and principles introduced in the module and their application to the participant’s own teaching and learning situation. Together with the specific learning objectives and outcomes of the subject matter in the modules, there is a range of generic competencies that must be demonstrated throughout the course in identifying and responding to learners’ needs and enhancing professional reflection and development. A criterion-referenced approach is employed. Grades are not awarded and a distinction/pass/fail/resubmit result is provided. Assignments are, however, also used as opportunities to provide individual feedback.

The module assignments are designed to assess participants’:

• understanding of the principles and concepts
• ability to apply appropriately the concepts and principles in their own situation
• analytical ability regarding the application of the principles and concepts to their own situation
• evaluation by asking them to reflect critically and analyse the approach they have developed.

Assignments require the achievement of the higher order levels in keeping with the Masters level ratings that are applied to all modules in the programme of courses

If an assignment does not meet the standard it may be re-submitted once. if the resubmission fails to meet the standard the assignment is failed and the student will be asked to exit the course at this point.

Resubmissions are intended to enable tutors to give feedback and advice when an assignment has not met the pass level. They are part of the teaching and learning process, but if a candidate has been requested to resubmit two or more assignments over the course of the PG Certificate or Diploma his/her work will be reviewed by a Progress Committee of the Board of Studies.

The Board will discuss whether further support can be provided or if the candidate should be advised to exit from the course with the PG Certificate or Diploma.

The Course Director must be satisfied that the work submitted is that of the participant, in keeping with the University of Dundee’s policy on academic integrity.

ASSIGNMENT SUBMISSION AND MARKING

The Centre for Medical Education does not impose deadlines for the submission of assignments. Participants who have been inactive over a period of time will receive periodic encouragement via email. All assignments must be submitted through My Dundee. Assignment submission instructions are available on My Dundee under the Assignment tab, or via email from the Course Secretary by request. This process is supported in the Induction module.

Assignments will be tutor-marked online. Tutor feedback on assignments will be detailed and constructive based on criteria outlined in the assignment instructions. Feedback will take various forms, including audio and textual comments on specific portions of the assignment document and/or general comments posted on My Dundee. Tutors aim to return assignments within three weeks.

Certain assignments are allocated a specific word count depending on the module design. This word count is to be adhered to and students will be asked to resubmit if their assignment is significantly over the word limit. Assignments are to adhere to academic writing practices with accurate referencing of sources. Guidance is given in the Induction Module.
MARKING CRITERIA
A distinction/pass/resubmit/fail system is employed for marking assignments. Guidance is provided for both markers and participants through marking criteria. These criteria are intended to clarify for participants what they are expected to do for each assignment and to improve inter-rater reliability. Some criteria are generic across the course and some are specific to the assignment. This is made clear in the module assessment criteria.

Five per cent of all assignments will be randomly selected for double marking. The 2nd marker will be the deputy lead on the module. The marking will be carried out blind and results discussed between the markers before feedback is given to the course participant.

PLAGIARISM AND DISHONESTY
Plagiarism is a specific form of academic dishonesty involving the presentation of the work of another as one’s own. Examples of plagiarism are:

• Direct copying from textbooks, journals, websites etc
• Paraphrasing someone’s work without acknowledgement
• Copying the work of another student
• Recycling work already submitted.

Academic dishonesty can take the form of fabrication of data or falsification of data. Cheating is also included, e.g. submitting work that has already been used in another course. Written assignments submitted for marking will be scanned through the plagiarism software “Safe Assign”.

The University of Dundee’s Code of Practice on Plagiarism and Academic Dishonesty can been viewed on its website. www.dundee.ac.uk/academic/plagiarism.htm

If you are unable to access this site and wish to receive a copy please contact the Course Administrator.

We take incidents of plagiarism very seriously and wish to point out to all our participants that the penalties for plagiarism and academic dishonesty can vary from:

• a departmental warning for a trivial or minor lapse
• a fail in a specific assignment
• the academic award being withheld
• in the UK, action by the General Medical Council or other relevant professional body.

Please ensure that you cite all appropriate sources relating to your assignments. This includes material from websites. Further information regarding plagiarism is introduced in the Induction Module.

THE MASTERS STAGE
The Masters stage is an assessed component of the taught Postgraduate Masters Course. It forms a fixed part of the overall assessment for the Masters award and has a rating of 60 SCQF Level 11 credits. Students have two choices for their Masters research: either the production of a traditional dissertation (60 credits) or a research article (45 credits) coupled with completion of a further optional module (15 credits). Projects for the Masters must be empirical research.

Students can only progress to the Masters having successfully completed the core module ‘Research in Medical Education’. Once the module is completed students must email the courses office to request progress to the Masters. The executive summary from the research proposal will then be used to determine appropriate scope and substance for the Masters and to allocate a supervisor. Although we advise that students completing their research also have a local advisor/supervisor this is not compulsory.

WRITING A MASTERS DISSERTATION
Although there is no specific format for the writing up of the project there are some general guidelines which may be of help. First, the subject matter of the study will determine to a large extent how it is presented on the page. It is important to draw up a plan and discuss the intended format with your supervisor. The following is one common approach to layout which is frequently adopted. The maximum allowed word count for the dissertation is 15,000 words.

The thesis is to be submitted as an electronic word doc file with the student’s full name in the title of the file. The font of the main text should be 11 or 12 point. Times New Roman or Arial are recommended. Keep to one font, using italics, bold and size of font rather than changes in font for e.g. headings/emphasis. Pages shall normally be numbered consecutively through the main text.

A paper copy is no longer required but the FINAL pdf will be stored and made available in a searchable repository for future students to access.

• **Title Page**: Provide a clear and informative title. Along with the title please provide the full name of the author, matriculation number, the full designation of the degree, the name of the University and the month and year of presentation. You should include the following statement: “A thesis submitted to the University of Dundee in partial fulfilment of the requirements of the degree of Master of Medical Education”.

• **Contents Page**: Should give a list of all the main sections and sub-sections and their page numbers including as appropriate a list of figures/tables.
• **Abstract**: Approximately 250-350 words explaining what the project was about, how it was carried out, a summary of the results and the implications of the work.

• **Introduction**: This may explain the general topic area and justification for the study. Background information may be included. This chapter should answer the question “Why am I writing this dissertation?”

• **Literature Review**: This is a key part of the project and should involve a comprehensive and critical review of the published work in the research area; moving from the general to the specific. This chapter should end with your research questions or hypotheses. There is no set length for reviews but normally they are about 4000 words. The literature review should answer the question “What has already been found out about this research area or research question?”

• **Methods**: This chapter should focus on the design of the study and the procedures carried out. It should clearly describe the subjects and any sampling methods used and provide good reasons for selecting the study method. If there are different possible ways of carrying out the project you should say what they are and why you chose the method you used. Criteria used to ensure quality and rigour should be presented. This chapter should answer the question “What did I do?”

• **Results**: A clear and logical display of your findings is necessary. Tables and Figures must be labelled and accompanied by relevant descriptive text. Present sufficient details so that inferences can be drawn. Do not discuss the significance of the results leave that for the discussion. This chapter should answer the question “What did I find out?”

• **Discussion**: This chapter should look at the findings and discuss their significance especially in relation to what has already been published; moving from the specific to the general. This is the opportunity to explain how you have answered your research questions and how they are linked to previous studies. The discussion should be rich in analysis and may be broken into logical segments using subheadings. It should answer the question “How do my findings relate/add to what is already published?”

• **Conclusions/Recommendations**: It is quite common, but not essential, to have a final chapter on the way ahead or plans for future studies. This is usually not as lengthy as the Discussion. It should answer the question “What is the way ahead?”

• **References**: This should contain full references of all works cited in the text. Use the APA style of referencing.

• **Appendices**: Include additional relevant data in the Appendices.

• **References and Appendices** are not included in the word count.

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**WRITING A RESEARCH-BASED JOURNAL ARTICLE**

This will typically include the same sections as a dissertation but will be synthesized into research article style and length (maximum 7000 words), following examples of research articles from medical education journals, e.g. Medical Education. You are able to request this option if you have previously written a thesis and/or you are well published in medical education. Writing a tighter account of your research can be more difficult than writing a dissertation especially if you consider you must also complete an additional taught module and its associated 4000word assignment.

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**EXAMINATION PROCESS FOR THE MASTERS DISSERTATION**

Once the thesis is deemed ready for examination by the supervisor and candidate it will be reviewed by a Centre for Medical Education member of staff (referred to as the internal examiner). The internal examiner will provide a written report outlining the strengths of the thesis, areas for improvement and strategies for improvement. The report will be returned to the supervisor for discussion and action by the student. Once the internal examiner’s feedback is addressed to the supervisor’s satisfaction the thesis is to be formally submitted for examination by an external examiner.

The examiner may allocate a Fail, Pass or Distinction grade along with providing feedback and clear instructions of any revision needed. The student needs to provide a list of the amendments made and then resubmit the final thesis as a single word doc file titled: name thesis FINAL.docx.

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**REFERENCES – HOW TO CITE / LIST**

Referencing for our entire programme follows the same style – APA. Referencing consistent to style and accuracy is an assessment criteria for each piece of work you submit for this programme.

• **Citations in the text**: Cite all text, data or ideas that are not your own. If the author’s name is part of the text cite the year only, e.g. According to Smith (2002) thesis writing is easy. If it is not, cite surname and year, e.g. It is important to cite all references alphabetically (Smith, 2002). Separate multiple references with a semi colon, e.g. (Smith, 2002; Jones, 1989). Cite double author references by the surnames of both, e.g. (Smith & Jones, 1996). With three or more authors cite all authors the first time (e.g. Sue, Smith & Jones, 1997) with all subsequent citations including only the surname of the first author followed by et al. (e.g. Sue et al., 1997). Include the page number for all quotes referenced directly in the text i.e. not paraphrased (e.g. Sue et al., 1997, p.20).
• Listing references: In the Reference section at the end of the dissertation list all the cited works in alphabetical order. It is important to remain consistent throughout. Journal names should be in full. Fictitious examples of how to write the main kinds of reference are given.

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The following website give more details on how to reference: [http://www.apastyle.org/](http://www.apastyle.org/)

• Referencing – copyright: www.somis.dundee.ac.uk/copyright/webcopy.htm

CRITERIA FOR TAUGHT MASTERS AWARD

Demonstration of an awareness and understanding of issues relating to teaching and learning, assessment and curriculum development as applied to a health care profession plus demonstration of an in-depth applied knowledge and understanding of one specific area of health professions’ education as evidenced by a written dissertation or research-based journal article, is required for the Masters’ award. The subject breadth in medical education is acquired at Postgraduate Certificate level, preparation for independent research is acquired at Postgraduate Diploma level and the in-depth research study is achieved at Masters level.

The Masters dissertation or journal article should show evidence of scholarship in one specific area. This will be assessed on the individual’s ability where appropriate to:

• Apply educational principles to individual practice;
• Write clearly and succinctly;
• Critique the relevant published literature;
• Show ability to analyse primary and/or secondary material;
• Argue and discuss clearly and coherently;
• Clearly define the topic under study;
• Clearly define the questions to be asked and investigated;
• Show evidence of critical thinking about the problem, assumptions, opinions and values encountered;
• Put the study into context;
• Show an understanding of appropriate research methods;
• Apply appropriate methodological approaches with rigour;
• Present the work undertaken in an orderly and coherent fashion;
• Discuss the significance of the results/outcome as applied to the individual’s situation;
• Justify the conclusions in terms of the findings;
• Provide a complete and orderly bibliography/reference list properly cited;
• Ethical approval or reference to such approval being waived must be highlighted in the dissertation (usually inserted in the methods).

The Masters graduate will demonstrate a range of learning outcomes:

• Scholarship in health professions’ education: In addition to the comprehensive and up-to-date knowledge acquired in medical education through Postgraduate Certificate and Diploma level studies, the Masters graduate will have a detailed knowledge and understanding of one or more specific topics. This includes developments in knowledge, theory and concepts relevant to the topic(s);

• Methodological approaches: The Masters graduate will be competent in the design of sound research methodologies appropriate to medical education;

• Application of knowledge and understanding: Through Postgraduate Certificate and Diploma level studies, the graduate will demonstrate the ability to apply a significant range of complex professional skills, practices and techniques (the learning outcomes listed above).

The course materials and the assignments encourage reflection and where appropriate modification of educational practice. Through the Masters dissertation or journal article, the graduate will demonstrate competence in specialised, advanced and evolving practice, including research or diagnostic work in a topic that is new to the individual. Masters graduates will advance knowledge and understanding and make a contribution to the development of practice. They will demonstrate an understanding of how the learning outcomes of the medical education programme may be applied to inform judgements and to develop and advance ideas and/or practice;

• General skills: Masters graduates will be able to approach intellectual enquiry autonomously to analyse, synthesise, diagnose, design, plan, execute and evaluate at an advanced level. They will be able to critically review, consolidate and extend knowledge,
skills, practices and thinking. They will show, for example, the ability to critically evaluate new concepts, arguments and evidence from a range of sources and to recognise, define and analyse novel problems and to plan strategies for their solution. Masters graduates will be able to work in situations where evaluations have to be based on limited information and data or where the information or data comes from very diverse sources. They will also demonstrate an ability to deal with complex issues and make informed judgements in the absence of complete data;

• **Communication, numeracy and IT skills**: Masters graduates will show an ability to practise a wide range of advanced and specialised skills both generally and in medical education. They will be able to communicate effectively with peers and more senior colleagues, including those versed in specialisms in medical education. They will be able to operate confidently numerically and graphically to the extent required by medical education and some of its specialisms;

• **Autonomy, accountability and working with others**: Masters graduates will show the ability to work with very substantial autonomy in all or most of the professional activities associated with medical education. These might cover critical processes such as analysis, diagnosis, design, planning, execution and evaluation.

They will be able to take significant responsibility for the work of others, including managers, and for a range of resources. Masters graduates will be able to work effectively with qualified practitioners and demonstrate leadership in tackling and solving problems. They will be able to use these skills to determine and achieve personal and group outcomes.

**ROLE OF THE DISSERTATION SUPERVISOR**

Each student undertaking the taught postgraduate dissertation or journal article will be allocated a supervisor to give guidance and support in terms of both content and presentation of your work. You are reminded, however, that the production of the written work is your sole responsibility whatever the level of support and advice that is offered.

It is only in exceptional circumstances that examiners will allow for the re-presentation of taught postgraduate dissertations or journal articles. If allowed, a taught postgraduate project can only be re-presented for examination on one further occasion (except with the permission of the Senate).

Your supervisor will be in touch with you once the Board of Studies has accepted your proposal in general terms. Your supervisor will:

• guide you in focusing the study and in drawing up a written plan or timetable and outline for the project, to ensure that a manageable piece of work is envisaged;

• establish and record in writing effective means of communication with you;

• check that you have the resources required to complete the projected work;

• advise you on relevant literature and, where appropriate, on methodology;

• monitor progress against the agreed plan and timetable for the work and take appropriate action as laid down in the Course Handbook if you do not keep in contact;

• read and comment on draft sections of the project where appropriate and applicable. It is generally preferable that this be done in stages with the supervisor seeing at least some draft sections early on, as they are written, so that you can incorporate any feedback into subsequent writing;

• where relevant, advise on ethical and safety implications of the work.

If extracts from your Masters project are to be submitted for publication it is expected that the supervisor will normally be a co-author. You should, however, discuss the paper in detail with your supervisor and agree how their contribution is to be acknowledged. Any publications from your Masters project should be authored after the dissertation is submitted for examination.

**ETHICS ISSUES**

The author must consider the ethical issues relating to their research and discuss how these will be addressed in their proposal. Educational researchers should review the SERA/BERA guidelines which offer useful advice.

• [www.sera.ac.uk/docs/00current/SERA%20Ethical%20GuidelinesWeb.PDF](http://www.sera.ac.uk/docs/00current/SERA%20Ethical%20GuidelinesWeb.PDF)

• [http://www.bera.ac.uk/files/guidelines/ethical.pdf](http://www.bera.ac.uk/files/guidelines/ethical.pdf)

Ethical approval is required for all research involving people and obtaining that approval is the individual’s responsibility, although your supervisor will assist as far as is possible. CME accepts that local procedures may apply, particularly for overseas participants, but requires the action taken to be detailed in the proposal.

Students undertaking their Master’s research project should seek ethical approval locally in the first instance. You must seek Dundee ethics approval in the event there is: (a) no local committee; or (b) the local committee waive ethics review requirement.
Those working within the NHS must consult their Research Ethics Committee (REC) if an NHS site is the site of any research and/or if any NHS employee is involved as a participant in the research. While purely educational research may be approved by an REC by chairman’s action, in some cases the full procedure will be followed. This may require identification of a sponsor; this requires formal action by the University of Dundee and contact with your supervisor is required before you embark on your research. This is a lengthy process and students requiring NHS approval should allow for this in their time plan.

The NHS no longer reviews research proposals where patients are not involved (i.e. research involving NHS staff or students only). In this instance you need to obtain Dundee ethical approval. You also need to check if you need to submit R&D application to your local NHS board as regulations differ in relation to education research (this tends to be related to governance of the research, use of institutional resources and access). Information on applying to the Dundee University Ethics Committee, including templates to follow, can be found at: http://www.dundee.ac.uk/main/research/ethics/

**GRADUATION**

The University of Dundee holds two graduation ceremonies each year, one in June and one in November.

A candidate who has successfully completed all of the requirements for the PG Cert Med Ed or PG Dip Med Ed award will be invited to attend the graduation ceremony, following the ratification of their award.

All Masters candidates whose awards are confirmed at the May Senate of the University of Dundee will be invited to attend the graduation ceremony in June. All Masters candidates whose awards are confirmed at the October Senate of the University of Dundee will be invited to attend the graduation ceremony in November.

Candidates may only attend the graduation ceremony to which they are invited.

All candidates will be required to pay a one-off graduation fee (currently £40) to the University of Dundee upon receipt of their first award. There will be no charge imposed for subsequent awards.
REGULATIONS

GENERAL
1(1) All awards will be made on the basis of the accumulation of SCQF Level 11 credits. The Postgraduate Certificate requires 60 credits; the Diploma requires 120 credits and the Masters requires 180 credits.

1(2) Each award must include successful completion of all the modules and other assessed work required for that award.

2 A candidate must undertake a course of instruction and/or research approved by the School Board of Medicine, comprised of subjects listed from time to time in the syllabus of modules for the programme published in the Course Handbook.

ADMISSION
3(1) A candidate for admission to the programme must have attended a University, or other institution approved by the School Board, and must:
   a) have obtained a first degree in a healthcare discipline or other equivalent qualification acceptable to the Course Director; and
   b) in the case of an international applicant, demonstrate competence in English language at a level satisfactory to the University (IELTS 6.5 or its equivalent).

3(2) A candidate shall be required to matriculate in each year of study and pay the required fee.

MODE OF STUDY
4 The course of study for each or any of the awards may be undertaken on a full-time basis by face-to-face learning or a part-time basis by distance learning.

PROGRESS
5(1) A candidate whose performance of the work of the course is deemed by the course director, in consultation with the examiners, to be unsatisfactory may be required to discontinue studies at any time during the programme. For the purposes of this Regulation, ‘unsatisfactory’ means failure twice in any one assignment.

5(2) No candidate may progress to the Postgraduate Diploma without having successfully completed the requirements for the award of the Postgraduate Certificate.

5(3) No candidate may progress to the Masters without having successfully completed the requirements for the award of the Postgraduate Diploma at a level satisfactory to the Course Director. They must also have successfully completed the Research in Medical Education module.

POSTGRADUATE CERTIFICATE IN MEDICAL EDUCATION (PG Cert MedEd)

Duration of study
6(1) A candidate must undertake a course of study equivalent to 600 hours of notional student effort or 15 weeks of full-time study.

6(2) The maximum period of study to complete the requirements for the award of the Postgraduate Certificate shall be three years.

6(3) In exceptional circumstances and with sufficient cause, the period of study may be extended by up to one additional year with the approval of the Board of Studies for the programme on the recommendation of the Course Director.

Curriculum
7(1) The course of study for the Postgraduate Certificate shall consist of a minimum of 4 modules, each worth 15 credits, from the following themes: assessment, teaching & learning, clinical teaching, curriculum development, leadership, e-learning, research.

7(2) A candidate must complete 2 core modules and 2 optional modules from those prescribed from time to time in the Course Handbook and approved by the School Board. Candidates enrolled on the specialist certificates must complete the appropriate specialist module(s) in lieu of the relevant number of optional modules.
Assessment
8(1) Each module will be assessed on the basis of assessment tasks, the form of which shall be prescribed in the modules.
8(2) In order to complete the requirements for the award of the Postgraduate Certificate, a candidate must satisfy the examiners in all of the modules assignments.
8(3) A candidate will be required to satisfy the Course Director that each assignment submitted is his or her own work.
8(4) Each module may be awarded with distinction to a candidate whose performance is outstanding at the discretion of the Board of Examiners in consultation with the External Examiner.

Exemption
9 A candidate may be exempted from an appropriate number of modules on the basis of the accreditation of prior learning with the approval of the Board of Studies on the recommendation of the Course Director.

POSTGRADUATE DIPLOMA IN MEDICAL EDUCATION (PG Dip MedEd)

Duration of study
10(1) A candidate must undertake a course of study equivalent to 1200 hours of notional student effort or 30 weeks of full-time study.
10(2) The maximum period of study to complete the requirements for the award of the Postgraduate Diploma stage shall be an additional three years (6 years in total).
10(3) In exceptional circumstances and with sufficient cause, the period of study may be extended by up to one additional year with the approval of the Board of Studies on the recommendation of the Course Director.

Curriculum
11(1) The course of study for the Postgraduate Diploma shall consist of a minimum of eight modules, each worth 15 credits, from the following themes: assessment, teaching & learning, clinical teaching, curriculum development, leadership, e-learning, research.
11(2) A candidate must complete 4 core modules and four optional modules from those prescribed in the Course Handbook and approved by the School Board.

Assessment
12(1) Each module will be assessed on the basis of assessment tasks, the form of which shall be prescribed in the Course handbook.
12(2) In order to complete the requirements for the award of the Postgraduate Diploma, a candidate must satisfy the examiners in all of the modules assignments.
12(3) A candidate will be required to satisfy the Course Director that each assignment submitted is his or her own work.
12(4) Each module may be awarded with distinction to a candidate whose performance is outstanding at the discretion of the Board of Examiners in consultation with the External Examiner.

Exemption
13 A candidate may be exempted from an appropriate number of modules on the basis of the accreditation of prior learning with the approval of the Board of Studies on the recommendation of the Course Director.

MASTER OF MEDICAL EDUCATION (MMed)

Duration of study
14(1) A candidate must undertake a course of study equivalent to 1800 hours of notional student effort or 45 weeks of full-time study.
14(2) The maximum period of study to complete the requirements for the award of the degree shall be an additional three years (9 years in total).
14(3) In exceptional circumstances and with sufficient cause, the period of study may be extended by up to one additional year with the approval of the Board of Studies on the recommendation of the Course Director.

Curriculum
15(1) The course of study for the Masters degree shall consist of a minimum of eight modules, each worth 15 credits, from the following themes: assessment, teaching & learning, clinical teaching, curriculum development, leadership, e-learning, research.
15(2) In addition, a candidate must undertake a research project on a subject approved by the Course Director and submit either a dissertation, the nature and form of which shall be as prescribed in the Course Handbook and normally of a length of between 10,000 and 15,000 words, or a journal article, the nature and form of which shall be as prescribed in the Course Handbook and normally of a length of approximately 7,000 words, plus one additional optional module.

Supervision
16 Each candidate will be allocated an academic supervisor and shall report at such times and in such manner as the supervisor may require, and academic progress will be monitored at regular stages during the research project.

Assessment
17(1) Each module will be assessed on the basis of assessment tasks, the form of which shall be prescribed in the Course handbook.
17(2) In order to complete the requirements for the award of the Masters degree, a candidate must satisfy the examiners in all of the modules assignments and the dissertation.

17(3) The degree may be awarded with merit or distinction to a candidate whose performance is outstanding at the discretion of the Board of Examiners in consultation with the external examiner.

Exemption

18 A candidate may be exempted from an appropriate number of modules on the basis of the accreditation of prior learning with the approval of the Board of Studies.

Note: The maximum number of modules from which a candidate may be exempted may not amount to more than half of the total credit required for any or each of the above qualifications.
Professor Charlotte Rees  
BSc(Hons), MEd, PhD, CPsychol  
Director / Professor of Education Research

Charlotte Rees is a social scientist and educationalist by background. She is Professor of Education Research and Director of the internationally renowned Centre for Medical Education at the University of Dundee, UK.

Charlotte has held previous positions as Associate Professor at the Sydney Medical School, University of Sydney, Australia; Senior Lecturer and Foundation Academic Lead for Human Sciences, Communication Skills and Professionalism at Peninsula Medical School, University of Exeter, UK; and Lecturer at the Nottingham Medical School, University of Nottingham, UK.

For over 10 years, Charlotte has developed a program of research about patient-centered professionalism in medical education. Her current and future plans for research include exploring healthcare students’ professionalism and professional identity construction and student-patient-tutor interaction in the healthcare workplace. Although she has extensive experience with quantitative research methods, her methodological approach largely draws on qualitative methods currently. Charlotte is particularly interested in innovations in qualitative data analysis in medical education research such as systematic metaphor, discourse and narrative analysis.

She is Deputy Editor for one of the highest ranked education journals (scientific disciplines) Medical Education and has published over 80 articles across a broad range of health, education and social science journals including Medical Education, Academic Medicine, Social Science & Medicine, Communication & Medicine and Qualitative Health Research. She has recently had her first co-edited book published by Oxford University Press: First Do No Self-Harm: Understanding and Promoting Physician Stress Resilience.

As Professor of Education Research across the College of Medicine, Dentistry & Nursing, she provides strategic leadership for research, builds research capacity, creates effective research partnerships within and external to the University of Dundee, and contributes to the healthcare education research activity of the MEI through externally-funded and collaborative research. She is currently a member of the REF2014 sub-panel for education.

http://medicine.dundee.ac.uk/staff-member/professor-charlotte-rees
Dr Sean McAleer  
BSc, DPhil  
Programme Director / Senior Lecturer

Sean McAleer is the Programme Director and has a background in psychology. He has been active in medical education for over 25 years. His specialist interests are in the areas of assessment and educational climate.

Sean is currently exploring issues relating to learning environment, motivation and work-based assessment in both undergraduate and postgraduate education. His main role at the Centre is teaching on the various courses, coupled with a major supervisory input at Masters and PhD level. He has particular expertise in questionnaire design, statistics and learning styles. He is a fellow of the HEA.

http://medicine.dundee.ac.uk/staff-member/dr-sean-mcaleer

Dr Susie Schofield  
BSc, PGCE, MSc, PhD  
Senior Lecturer / e-learning Lead

Susie Schofield graduated in Physics from London University and began her working life as a programmer in a pensions actuarial consultancy in London. Increasingly interested in education, she took a PGCE in secondary school physics at Cambridge University. Moving to Dundee in 1999, she completed a Masters in Applied Computing and worked as a research assistant on the European-funded RAFT (Remote Accessible Field Trip) e-learning project.

In 2006 she joined the Centre as Staff Development Officer, working with NHS doctors involved in the delivery of the undergraduate medical curriculum. During that time she successfully completed postgraduate modules in e-learning and e-assessment. Her PhD looked at education of hospitalised children from various stakeholder viewpoints. She is now a senior lecturer at the Centre, teaching at both certificate and diploma level, and supervising masters projects with both face-to-face and distance students. Her areas of interest include staff development/student support and innovative teaching activities. She has run workshops locally, nationally and internationally, and has developed an extensive range of e-learning materials.

http://medicine.dundee.ac.uk/staff-member/dr-susie-j-schofield

Dr Ashley Dennis  
MA PhD  
Lecturer

Ashley is a Lecturer at the Centre for Medical Education (CME). She joined the Centre in 2012 as a Postdoctoral Research Fellow for the Scottish Medical Education Research Consortium (SMERC). Her background is psychology having completed her PhD looking at social problem solving, memory, and depression.

http://medicine.dundee.ac.uk/staff-member/dr-ashley-dennis-0

Dr Stella Howden  
Lecturer

Stella is Lecturer in Medical Education at the Centre for Medical Education. Stella’s career started in physiotherapy, working in the public and private sector, mainly in the musculoskeletal field. In 2000-2004 she undertook doctoral studies related to the experience and management of pain in rheumatoid arthritis. Following these studies, Stella moved into academia, working as a lecturer and then senior lecturer in physiotherapy at Queen Margaret University, Edinburgh (2004-2014). Stella joined the Centre in 2014.

http://medicine.dundee.ac.uk/staff-member/dr-stella-howden
PART TIME TUTORS

Dr Madawa Chandratilake  MBBS, MMed PhD
Madawa Chandratilake joined the Centre for Medical Education in September 2008 to carry out research activities and to contribute to the programme of courses in medical education. He graduated with his Masters degree in medical education from the University of Dundee in July 2008 gaining distinction. Madawa graduated MBBS from the University of Colombo and is a lecturer in medical education at the University of Kelaniya, Sri Lanka. Madawa currently carries out his PhD project, which looks at the assessment of professional culture. In addition, he has been involved in developing self-learning and self-assessment tools of professionalism, especially for undergraduate students...
http://medicine.dundee.ac.uk/staff-member/dr-madawa-chandratilake

Miss Peta Dunkley  MB, BS, MBA, FRCS
After a clinical career in plastic surgery, Peta worked as a Senior Lecturer and Associate Director of the Surgical Skills Unit at Ninewells Hospital Medical School. This Unit was established in response to the introduction of minimal access techniques and developed to provide practical training across a range of disciplines. She has an interest in practical skills teaching and assessment and the use (and abuse) of simulation.
http://medicine.dundee.ac.uk/staff-member/miss-peta-dunkley

Dr John Dent  MMed, MD, FHEA, FRCS(Ed)
John is Honorary Reader in Orthopaedic Surgery and Medical Education at the University of Dundee, and International Liaison Officer with AMEE (Association for Medical Education in Europe). He was previously Convenor of the Phase II programme and of the examinations committees. He has developed teaching initiatives in ambulatory care, day-case surgery and in the regional teaching hospitals. He holds visiting professorships with several universities worldwide.
http://medicine.dundee.ac.uk/staff-member/dr-john-dent

Mrs Lisi Gordon  BSc(Physiotherapy), MSc
Lisi Gordon is a PhD researcher funded by the Scottish Medical Education Research Consortium led by University of Dundee and NHS Education for Scotland. Drawing on social identity theory, the aim of her PhD research study is to explore, within the context of the inter-professional workplace, how leadership involving medical trainees emerges. Initially qualifying as a physiotherapist, specialising in neurology, Lisi undertook clinical leadership roles which included leading a community rehabilitation service and an acute stroke physiotherapy service. Moving into academia in 2001, Lisi worked at Queen Margaret University in Edinburgh as a lecturer in the School of Health Sciences with a key responsibility for workplace learning in the undergraduate physiotherapy curriculum, she also taught neurology and professional studies...
http://medicine.dundee.ac.uk/staff-member/mrs-lisi-gordon

Dr Catherine O’Hara
Dr Catherine O’Hara was a lecturer in teacher education within the School of Education, Social Work and Community Development at the University of Dundee. She lectured across the PGDE primary and secondary programmes and was the Programme Director for the M.Ed in Education. She has wide experience within the field of education and was a Principal Teacher of support for learning in secondary education, an educational consultant, and a Development Officer for Dundee City Council. Her area of specialism is social inclusion and disability and she has recently submitted her doctoral thesis on the experience of students with dyslexia in higher and teacher education...
http://medicine.dundee.ac.uk/staff-member/dr-catherine-ohara

Dr Gominda Ponnampерuma  MBBS, DipPsychology, MMed PhD
Gominda has been working with the Centre for Medical Education’s face-to-face and distance courses for the past ten years. He has research interests in assessment, course evaluation, and curriculum development. His PhD research is on designing and evaluating a medical school selection test for Dundee Medical School. Gominda is currently attached to the Faculty of Medicine, University of Colombo, Sri Lanka.
http://medicine.dundee.ac.uk/staff-member/dr-gominda-ponnampperuma
Dr Iain Robbé
BSc, MScPHM, MScMed, MB, BS, MRCGP, LRCP, FFPHM

Iain Robbé is a medical practitioner with specialist accreditation in public health medicine. He joined the School of Medicine, Cardiff University in 1993 and has increasingly specialised in medical education. He is involved in teaching public health medicine issues with particular interest in ethics and professionalism and has set up an active research programme in medical education. Iain is also an honorary consultant for the Public Health Wales NHS Trust advising on effectiveness of policies, strategies and practices in relation to his specialist area of cancer and related health care services.

http://medicine.dundee.ac.uk/staff-member/dr-iain-robbe

Mrs Sue Roff
BA(Hons) MA

Sue Roff is a social scientist who has worked in political, educational, and medical sociology in Australia, New York and Scotland. She taught at the University of Melbourne and Monash University in the 1970s. In the 1980s she worked in human rights organisations in New York and was accredited as a Non-Governmental representative to the United Nations. She also served as Programme Officer for the Franklin and Eleanor Roosevelt Institute, designing and implementing demonstration programmes relating to teenage parenting in the New York City school system. Since 1991 she has taught in the Centre for Medical Education, University of Dundee.

http://medicine.dundee.ac.uk/staff-member/mrs-sue-roff

Dr Scarpa Schoeman

Dr Scarpa Schoeman graduated as a medical doctor with a MBC hB degree from Stellenbosch University in 2000. In response to his keen interest in medical education, he specialised in this niche area from 2003 and graduated with a Masters degree in Medical Education (MMEd) from the Centre for Medical Education at the University of Dundee. He is a Fellow of the Higher Education Academy in the United Kingdom and an honorary lecturer at the Centre for Medical and Healthcare Education at St. George’s University of London (SGUL) Medical School. Dr Schoeman currently holds the post of Senior Lecturer/Specialist in Medical Education at the Department of Internal Medicine, Faculty of Health Sciences, University of the Free State, RSA. He is currently busy with his PhD in Medical Education Assessment (specifically on standard setting). The title of his PhD thesis is: “Standard Setting for Specialist Physician examinations in South Africa”...

http://medicine.dundee.ac.uk/staff-member/dr-scarpa-schoeman

Dr Ahsan Sethi

Ahsan was awarded a scholarship, under HEC funded project “Development of Khyber Medical University, Peshawar” in Medical Education at University of Dundee. Ahsan has successfully completed his Master’s in Medical Education from CME and has now continued as a PhD student since January 2013. He has research interests in socio cultural theories of learning and finding out the impact of educational programs. Dr Ahsan has a Master’s in Public Health, and a Bachelor’s in Dental Surgery from Pakistan. He started off his career as a Dental Surgeon, later on as a Lecturer in Community Health Sciences along with Project Officer in PSU PRIME foundation, Pakistan. Ahsan has managed the operations of a number of projects, including Mobile/Static Health Clinics, Midwives Refresher Training Courses and a Vocational Training Centre for 2010 Flood affectees in Pakistan.

Mr Arun Verma

Arun Verma (MBPsS) is a Higher Education Academy Mike Baker doctoral student at the Centre for Medical Education. His PhD project is currently exploring “Retention and Success in healthcare education: Exploring the influence of gendered identities in male-and female-dominated healthcare environments”, under the supervision of Professor Charlotte Rees and Drs Lynn Monrouxe (Cardiff) and Rola Ajawai (Dundee).

In 2010, he completed his BSc (Honours) in Psychology at the University of Portsmouth, and in 2013 he completed an MSc in Clinical Applications of Psychology at Kingston University (London). He is a previous winner of the prestigious Nuffield Science award (2009) to advance his research skills and methods in psychology at the University of Portsmouth. He also won the Course Representative Award (2013) at Kingston University for his teamwork and communication skills...

http://medicine.dundee.ac.uk/staff-member/mr-arun-verma

COURSES ADMINISTRATION

Miss Naomi Brown / Ms Angela Lorimer
Course Administrator (job-share)

Miss Marion Anderson
Enrolment Administrator

Mrs Susan Walker
Courses Secretary

Miss Nicola Morrison
Courses Assistant

http://medicine.dundee.ac.uk/medical-education-centre/centre-medical-education/courses/courses-office
STUDENT RESOURCES

Participants are supplied with course materials online through the University of Dundee’s VLE, My Dundee. Recent copyright legislation has been adhered to, in the supply of learning material. We regret that copyright legislation precludes staff members photocopying journal articles for participants’ use.

Those participants however, who wish to undertake further study of a particular topic can access the University of Dundee’s library resources electronically. An induction module to orientate students to the online learning environment and how to access resources is mandatory for students.

Face-to-face participants have access to a range of resources in the main University campus and in Ninewells Hospital and Medical School. Participants are introduced to these resources in an induction pack which is provided on arrival. There is also an induction session to the Centre for Medical Education as well as one to the University of Dundee for postgraduate students which is held in association with matriculation every year.

Ninewells Hospital & Medical School resources:

The medical library, open daily Monday to Thursday from 0845-2200, Friday 0845-1700 and on Saturdays/Sundays 1200-1700. Participants can also access the School of Nursing and Midwifery library at Ninewells;
Computing suites where postgraduate participants have access to networked computer facilities;
The Ian Low Centre, a staff/student recreational facility that provides a meeting place for students and refreshments to eat-in or take-away.

Main University campus resources:

The main University library; The Centre for Applied Language Studies, which provides written and spoken English classes for overseas postgraduate students; Information technology suites; Student Advisory Service, which runs an international students service publishing regular newsletters for overseas students; Sports facilities; Dundee University Students’ Association; University Student Health Service; University Student Support Services; University Chaplaincy Centre.

University library resources available to distance learners:

The University Library provides access to a selection of resources to support distance learners. Access to most of these resources is through UK Federation System.

To set up your account, you will require a University of Dundee Username and Password which will be issued to you after matriculation.

EBSCO, which allows you to search several key databases in nursing, midwifery and health. The databases available through EBSCO Online are CINAHL Plus and Medline. These databases provide references to journal articles and other material published in thousands of journals across the world. Some of these articles may be available in full-text.

Web of Knowledge, which provides access to Science Citation Index and Social Science Citation Index, two in-depth databases aimed at students and staff conducting research.

BMJ journals, electronic journals aimed at students of medicine and health.

Ingenta Connect, a collection of electronic journals in health & medicine from a number of publishers.

Dialog Education@Site, a selection of databases providing links to articles in Education. The databases available are ERIC, British Education Index and Australian Education Index.

NetLibrary, a collection of several thousand electronic books in a range of subjects. These can be ‘borrowed’ by reading them via the Internet.

Cochrane Library, a source of regularly-updated evidence-based information on the effects of interventions in health care.

Science Direct, a collection of several thousand electronic journals in science-based subjects. There are many electronic journals available in the subjects of nursing, health and medicine.

BMJ Journals, electronic journals aimed at students of medicine and health.

Ingenta Full-text Journals, a large collection of electronic journals in health & medicine.

Additional services open to distance learning participants include:

Sconul Access is a co-operative scheme for higher education libraries enabling distance learning students to borrow material from other HE libraries in the UK.

Participants on the Certificate, Diploma and Masters in Medical Education can use the Sconul Access scheme. Distance learning students are usually allowed to borrow books from the general lending stock but the host library may restrict the range of materials that can be borrowed (e.g. audiovisual or short loan material); the exact permissions are set by the host library.

Applications to participate in this scheme are done online via the Sconul Access scheme website at: http://www.access.sconul.ac.uk/sconul-access.
Your application will be processed as quickly as we can; you will receive an approval email with further details on how to take part in the scheme.

Support from Dundee University Library staff is available via email or telephone. In the first instance please contact: LLC-Liaison-CMDN@dundee.ac.uk for information on nursing & health-related resources, or for queries regarding medicine or related subjects.

The librarian for the College of Medicine, Dentistry and Nursing is Andy Jackson (a.z.jackson@dundee.ac.uk).

The University Library website contains a number of pages of information for distance learners. Go to www.dundee.ac.uk/library for more information.

YOUR APPLICATION WILL BE PROCESSED AS QUICKLY AS WE CAN; YOU WILL RECEIVE AN APPROVAL EMAIL WITH FURTHER DETAILS ON HOW TO TAKE PART IN THE SCHEME.

SUPPORT FROM DUNDEE UNIVERSITY LIBRARY STAFF IS AVAILABLE VIA EMAIL OR TELEPHONE. IN THE FIRST INSTANCE PLEASE CONTACT: LLC-LIAISON-CMDN@DUNDEE.AC.UK FOR INFORMATION ON NURSING & HEALTH-RELATED RESOURCES, OR FOR QUERIES REGARDING MEDICINE OR RELATED SUBJECTS.

THE LIBRARIAN FOR THE COLLEGE OF MEDICINE, DENTISTRY AND NURSING IS ANDY JACKSON (A.Z.JACKSON@DUNDIE.AC.UK).

THE UNIVERSITY LIBRARY WEBSITE contains a number of pages of information for distance learners. Go to www.dundee.ac.uk/library for more information.

SUPPORT FOR DISTANCE LEARNERS

All queries should be made via email to cmecourses@dundee.ac.uk. Students can expect to receive a response to their query or an update on its progress within five working days.

The Induction module provides information on the student support services available and how to contact each. Further information regarding support for distance learners is available via the University of Dundee website at the following link: www.dundee.ac.uk/distance/study/.

The following page also provides many useful links: www.app.dundee.ac.uk/student/.

STUDENT-TEACHER CHARTER

The CME has created the Student-Teacher Charter to summarise the standards of the Centre as well as the expectations and responsibilities of both students and teachers in the completion and delivery of the programme.

CME’s commitment to standards

The CME’s commitment to quality in learning and teaching, assessment and student support, as well as excellence in research, is firmly established. The Centre offers an extensive curriculum, delivered both by blended face-to-face and online distance learning and designed to blend theory and practice in order meet the students’ educational, professional and clinical needs. The CME is committed to providing equal opportunities for all. Courses are open to every section of the community, regardless of background or circumstances, and the CME makes every effort to promote accessibility and participation for all health professionals.

What you can expect from the CME

The CME plays a leading role in the provision of practical, relevant face-to-face and distance learning courses in medical education for health professionals and is committed to broadening access.

Access, admission and finance

As a student of the CME you can expect:

- All CME employees to act towards you in a courteous manner and with respect to confidentiality
- All correspondence to be answered promptly
- Clear and accurate information about modules and programmes, costs and qualifications so that you can make informed choices
- Advice on obtaining credit for any higher education qualifications you already have (APL)
- Clear instructions about how to pay fees
- Your academic record to be treated in confidence and not discussed with any third party without your written permission.

The learning environment and academic support

As a student of the CME you can expect the Centre:

- To provide information to enable you to choose courses appropriate to your needs and interests
- To provide you with teaching materials developed for face-to-face or distance education, as appropriate
- To provide access to these materials in a timely manner
- To tell you about the administrative arrangements for your course
- To offer you support and guidance to aid your progress
- To assess your work fairly and objectively, with internal monitoring, double marking and external moderation
- To provide clear and accurate information about academic regulations and disciplinary procedures, including appeals
- To give you information and assistance to aid your studies if you notify us of a disability or health difficulty.

What the CME expects from you

The CME is an organisation that functions on the basis of mutual respect and responsibilities. The UK Government’s Charter for Higher Education makes it clear that students themselves have certain responsibilities. The CME will do its best to maintain the standards and provide the services specified in this Charter, but can only do so if you respond by:

- Keeping the CME informed of your current contact details and reading and responding to all email and postal communications sent to you by the CME
• Regularly checking and maintaining your University of Dundee email account
• Paying fees in a timely manner
• Studying the learning materials
• Making use of the student support services provided
• Informing the CME if you have a disability or health difficulty that might affect your studies so that the Centre can make every attempt to provide you with appropriate assistance
• Seeking early help and guidance from the CME and/or student support services if you are having difficulties with your studies.

What to do if these standards are not met
If you feel that any of these standards have not been met, in the first instance you should contact the CME Course Administrator for advice on: Tel: 01382 381952 or email: cmecourses@dundee.ac.uk.

Feedback
The CME is always pleased to receive feedback from students and takes steps to solicit specific feedback on a regular basis via module review forms and end of course evaluation forms.

Complaints
Just as your comments, favourable or otherwise, are valued by the CME, complaints are also seen as an important source of information that helps the Centre to maintain standards and make improvements. The CME has a formal complaints policy (see page 36) and makes every effort to deal with complaints thoroughly, fairly and as quickly as possible.

DISABILITY
The Induction module provides information on the CME’s compliance with disability guidelines and the support available to disabled participants. The programme complies with the following requirement of the Disability Discriminations Act: 'Wherever possible courses and teaching practices should be designed to be accessible so that only minimal adaptations need to be made for individuals (Code of Practice, DDA Part 4, 9.8).

A participant does not have to disclose disability to the University, but the CME requests that all participants carefully consider the advantages of doing so. When a participant discloses a disability, the University will do all that it can to identify and arrange appropriate support and provision to meet a participant’s individual needs.

Disability Services (www.dundee.ac.uk/studentservices/disabilityservices) offer a confidential service to all current and prospective students, and participants do not need to register in order to speak to one of the Advisers in confidence. However, the University encourages participants to register so that the University can help to identify the most appropriate support to meet a participant’s individual needs and arrange for that support to be implemented as soon as possible, including the provision of all reasonable adjustments.

All personal or sensitive information disclosed will be handled in accordance with the Data Protection Act: http://www.dundee.ac.uk/recordsmanagement/dataprotection/

In practice, this means that the University will not disclose information about a participant’s disability to anyone without express consent. In order for a participant’s academic or personal support needs to be met, specific information may have to be shared with other members of University staff. For this reason, a participant will be asked to sign a Disability Disclosure Form http://www.dundee.ac.uk/disabilityservices/resources/externalresources/disabilitydisclosure/ when he or she registers with Disability Services.

If a participant chooses not to disclose his or her disability, or to allow further disclosure, it may not be possible for the University to make some of the adjustments that could help to meet his or her disability-related needs.

If participants have any questions or concerns, they should contact Disability Services (www.dundee.ac.uk/studentservices/disabilityservices/) for further information and to discuss available options with one of the Advisers in confidence.

Further information on the University of Dundee’s commitment to ensuring equality and accessibility is available at the following link: http://www.dundee.ac.uk/disabilityservices/resources/policy/disabilitystatement/#d.en.118765.

Participants who undergo a change in their circumstances may apply for a suspension in their studies and opt out of the course for a period of time.

Applications for a suspension should be made via:

Course Administration Office
Centre for Medical Education
The Mackenzie Building
Kirsty Semple Way,
Dundee DD2 4BF
Scotland, UK
Tel: +44 (0)1382 381952
Email: cmecourses@dundee.ac.uk
QUALITY ASSURANCE
The medical education programme of courses is included in the University of Dundee’s quality assurance procedures. The programme is also mapped to the SCQF Level 11 framework.

COURSE EVALUATION
Participants who complete the Postgraduate Certificate, Diploma or Masters courses are asked to participate in a course evaluation. Evaluation forms are sent out electronically or accessed via My Dundee. Taught components of the course and distance learning modules are evaluated individually. The participant evaluation questionnaires are analysed on an annual basis and used for fine-tuning of online learning material, changes in teaching methods for the face-to-face teaching and for developing additional course modules and alternative module assignments.

MONITORING THE IMPACT AND EFFECTIVENESS OF COURSE
Periodic student evaluation questionnaires are sent out electronically to both current and former participants. These surveys cover topics including student opinions on course delivery, assessment, effectiveness, tutor feedback and career impact, among other factors. The most recent of these was completed in July 2010. A further survey regarding the impact and effectiveness of the new online submission and marking procedures was circulated to both participants and staff in February 2011. Further surveys are planned on a regular basis. The results of these surveys are analysed and circulated to all CME staff for discussion at Board of Studies meeting. The issues raised by student feedback on the courses are taken into consideration as part of the annual process of updating modules and improving course delivery and online systems.
BOARD OF STUDIES AND ITS REMIT

All staff who normally teach on the course are members of the Board of Studies. There is also a student representative. The members are:
• Professor Charlotte Rees
• Dr Sean McAleer (chair)
• Dr Rola Ajjawi
• Dr Susie Schofield
• Dr Stella Howden
• Dr Ashley Dennis
• A student representative

The Board of Studies is responsible for:
• Academic development of the courses;
• Approval of course material for submission to the Medical School Board of Studies through the Medical School Academic Standards Committee;
• Teaching and assessment issues;
• Academic standards;
• Planning face-to-face teaching in Dundee and on-site workshops;
• Decisions regarding acceptance of participants as appropriate.

THE BOARD OF EXAMINERS

The Board of Examiners comprises of the courses Board of Studies and the external examiners. It is responsible for decisions regarding the award of qualifications. It meets twice annually in May and September, and is attended by one and sometimes two external examiners.

NB. All assignments must be submitted and passed by April for a June graduation, or by September for a November graduation.

EXTERNAL EXAMINERS

The role of the external examiners

The external examiners have a key role in the ongoing development and direction of the courses. They advise on further developments, content areas, the quality of the feedback provided to participants, assessment methods and standards issues. Before the annual meeting of the Board of Examiners they are provided with the courses’ materials, assignment requirements and the completed assignments of all the participants who have completed the Postgraduate Certificate, Diploma and Masters courses requirements during the academic year both by distance learning and by face-to-face teaching. Examples of work regarded by the tutors marking the assignments as excellent, borderline and failing to meet the standard are provided and read by the external examiners. The standards achieved by these participants are discussed at the examiners’ meeting. Random selections of the assignments are scrutinised and advice provided regarding the quality of the participants’ work, the feedback given to the participant by the tutor and the overall appropriateness of the standard achieved.

External examiners have three specific roles with regard to student assessment.

1 To advise on the appropriateness of the marking standard applied to Postgraduate Certificate and Diploma assignments. This is carried out annually at the Board of Examiners Meetings. Once a tutor has awarded a pass to an individual assignment, however, this cannot be revoked.

2 To assess the taught Masters dissertation or journal article. The external examiner allocates the appropriate category for each project:
• the degree be awarded to the candidate;
• the degree be awarded with distinction;
• the project be accepted for the degree of MMEd subject to minor corrections being made by the candidate and approved by the convenor of the examining committee;
• the project has not achieved the standard required.

The decision of the external examiner is final. Should there be a difference in opinion between the internal and external examiners regarding the grading of a dissertation or journal article, the opinion of the external examiner surpasses that of the internal examiner.

3 To provide additional advice where appropriate and necessary, on the acceptance of individual applicants to the PhD programme, based on their Masters projects.
Current external examiners for the taught Masters award

Dr Mike Clapham (appointed February 2011)
Associate Medical Director for Training and Education, University Hospital Birmingham

Dr Nick Cooper (appointed September 2011)
Programme Lead Masters Clinical Education, Peninsula Medical School

Dr Helen Cameron (appointed August 2012)
Director of the Centre for Medical Education, University of Edinburgh

Dr Helen Goodyear (appointed August 2012)
Associate Postgraduate Dean for IJTT Training, West Midlands Workforce Deanery

Professor Andrew Hassell (appointed August 2012)
Director of Undergraduate Programmes, Keele University

Dr Paul Garrud (appointed December 2012)
Assistant Director of Medical Education, University of Nottingham

PLAN FOR ACCREDITATION FOR PRIOR LEARNING (APL)

Definitions: The University of Dundee policy for accreditation of prior experiential learning (APEL) is concerned with credit-rating learning outcomes (i.e. what a student has achieved) gained through experience usually in the workplace, either through paid employment or in voluntary work. APEL is not accepted for the postgraduate programmes in Medical Education.

Accreditation of prior learning (APL) is the process by which assessed courses, part-qualifications and full qualifications obtained elsewhere are formally recognised by the University and acknowledged as being acceptable to it as a part of its own educational provision by counting that prior learning as an element of one of its own awards. This document outlines the process for APL within the Medical Education programmes.

Applications: Applications for credits will be submitted to Miss Naomi Brown or Ms Angela Lorimer – CME Course Administrators cmecourses@dundee.ac.uk. Students can only apply for a maximum of 1/2 of the total credits needed for the course they are undertaking (i.e. 20, 40 or 60) and must demonstrate achievement of part of the Intended Learning Outcomes for the programme. The application must be laid out in a standardised format. The following documents must be submitted in the form of a portfolio.

1. A short statement declaring the extent of the credit you are applying for (50 words). (1 credit = 10 notional hours of study/learning)
2. Please provide a statement that describes your request for APL (250 words). This should include a brief summary description of the learning experience or activities that you wish to present for consideration. This should be matched to a justification of the amount of credit being applied for and also the ILO’s of the course as a whole.

3. Please provide a detailed CV. It should include any necessary details set out in a way that demonstrates the context for your application for credits.
4. Please provide a summary of your achievements in relation to your application (500 words). Your achievement should be laid out as successfully completed learning outcomes.
5. Please provide detailed evidence to support each of those achievements (500 words). These should demonstrate critical reflection, the knowledge and skills you acquired, the relationship to your professional development and your capacity for autonomous study.
6. Please provide the names and contact details of two referees. They should be people in a professional capacity who can support your work and achievement in the areas that relate to your application.

Supporting evidence: Documented evidence (see below) should be supplied and presented in a way that demonstrate clear relevance to the specific achievements and learning outcomes as described in Section 4. Supporting evidence for awarded educational programmes undertaken should include:

- course outlines (including learning outcomes)
- programme specifications
- module descriptors
- assignment outlines (and weighting where relevant)
- completed assignment
- academic transcripts

Assessment: The applications will be graded by two assessors independently using a schedule. In the event of disagreement a third assessor will decide on the outcome. A report will be made available to the external examiners. An internal panel review will be held if there is any disagreement over the assessment judgements between assessors or in the event of a student appeal. One external examiner will be invited to attend either personally or by conference call. The student should be available for any telephone interview that might be required at that time.

Applications will be processed within 6 weeks of receipt. Appeals must be submitted within 2 weeks of the student being informed of the judgement. Appeal decisions will be made within a further 6 weeks.

This APL process is based on the policy approved by the College of Medicine Dentistry and Nursing Graduate School Board.

The fee for processing an APL application is £100, this is non-refundable and there are no guarantees of approval of APL. The fee must accompany the APL submissions and the application will not be considered without it.

Based on University of Dundee Academic Affairs policy statement. http://www.dundee.ac.uk/academic/apl.htm
COURSE FEES

Fees are set annually in line with University of Dundee guidelines and by discussion with the Registry and Admissions Office at the University of Dundee.

Fees for each stage of the course may be paid in full, in two instalments or in four instalments. The first payment must be received before a participant will be given access to the first module. There are no set deadlines for the payment of instalments, but fees must be paid before a participant will be given access to the subsequent module(s). To be given access to the next module, participants must have successfully completed the previous module and information of payment been received by the Enrolment Administrator.

Payments must be made online through the University of Dundee’s E-Vision payment portal. Payments will be acknowledged by the University via email to individual participant’s University of Dundee email address.

The three recognised exit points from the programme are as follows:
- after the 4 Postgraduate Certificate modules;
- after the 8 Postgraduate Diploma modules;
- after the award of the Masters degree.

Those participants wishing to voluntarily withdraw from the programme at other than a recognised exit point will not be refunded any funds previously paid.

Those participants for the taught Masters degree who, after counselling, decide not to proceed with their Masters project will be refunded the Masters part of their fees if these have been prepaid.

<table>
<thead>
<tr>
<th>DISTANCE LEARNING COURSES</th>
<th>UK / EU</th>
<th>OVERSEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single Payment</td>
<td>Instalments</td>
</tr>
<tr>
<td>Postgraduate Certificate course (4 Modules)</td>
<td>£2,520</td>
<td>4 x £630</td>
</tr>
<tr>
<td>Postgraduate Diploma course (Cert + 4 Modules)</td>
<td>£5,040 (Cert + £2,520)</td>
<td>Cert + 4 x £630</td>
</tr>
<tr>
<td>Masters Degree (Dip + Dissertation/Journal Article + 1 module)</td>
<td>£7,560 (Dip + £2,520)</td>
<td>Dip + 2 x £1,260</td>
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<tr>
<td>Postgraduate Certificate for General Practitioners</td>
<td>£2,260</td>
<td>4 x £565</td>
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<tr>
<td>Postgraduate Certificate for Surgeons (ASGBI members)</td>
<td>£2,260</td>
<td>4 x £565</td>
</tr>
<tr>
<td>Postgraduate Certificate for Surgeons</td>
<td>£2,520</td>
<td>4 x £630</td>
</tr>
<tr>
<td>Postgraduate Certificate for Anaesthetists</td>
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<td>4 x £565</td>
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<table>
<thead>
<tr>
<th>FULL TIME COURSES</th>
<th>UK / EU</th>
<th>OVERSEAS</th>
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</thead>
<tbody>
<tr>
<td>Postgraduate Certificate course</td>
<td>£3,780</td>
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<tr>
<td>Postgraduate Diploma course</td>
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<tr>
<td>Masters Degree</td>
<td>£11,340</td>
<td>£12,000</td>
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</table>
The University of Dundee student complaints procedure aims to provide an accessible, quick, straightforward and informal method of resolving student complaints, with the option of a more formal, written procedure in serious cases after all efforts for local resolution have been tried.

If you have a complaint, please:
- speak first to the tutor, supervisor, or other person who is immediately responsible for the situation. Most complaints should be resolved by this method. Explain your complaint to that person and ask for a specific resolution to it.

If you still feel dissatisfied after this:
- raise the matter with the Director, Professor Charlotte Rees, who will make enquiries with those concerned, and report back to you on the outcome.

If you still feel dissatisfied after this:
- raise the matter with the Dean of the College of Medicine, Dentistry and Nursing. You should do so in writing, explaining your complaint and everything which has happened thus far. After investigating, that person will report back to you the outcome.

If you still feel dissatisfied after this:
- Make a formal complaint (marked for the attention of the University Complaints Officer) to the University Secretary’s office in the Tower Building. You must do so in writing, within two weeks of the most recent decision on the matter, explaining fully your complaint, the remedy you seek, and also everything which has happened so far.
- Investigations will be made, and any necessary evidence sought and considered.
- Investigations will be made, and any necessary evidence sought and considered.
- It is likely that those who have been involved in the earlier stages of the complaint will be asked to indicate their involvement in it.
- The person who is dealing with the complaint may decide to hold a formal or informal meeting if decided by that person to be appropriate, or to deal with it on paper only.
- You will be given the opportunity to attend. Should you choose not to, then the matter will be decided in the absence of the complainant.
- A written conclusion will be sent to you following investigation and consideration.
- Recommendations regarding remedies may be issued by the Secretary’s office or by the Principal’s office, either to member(s) of staff or to the appropriate University committee, depending upon the outcome.
- A form for making a formal complaint under stage 5 is available from the Secretary’s office, and guidance on complaints and appeals is available from the staff of the Academic Secretary’s office, 6th Floor, Tower Building.
- A complaint may be declared by the Secretary’s office to be vexatious, without substance or malicious, and may therefore be discontinued.