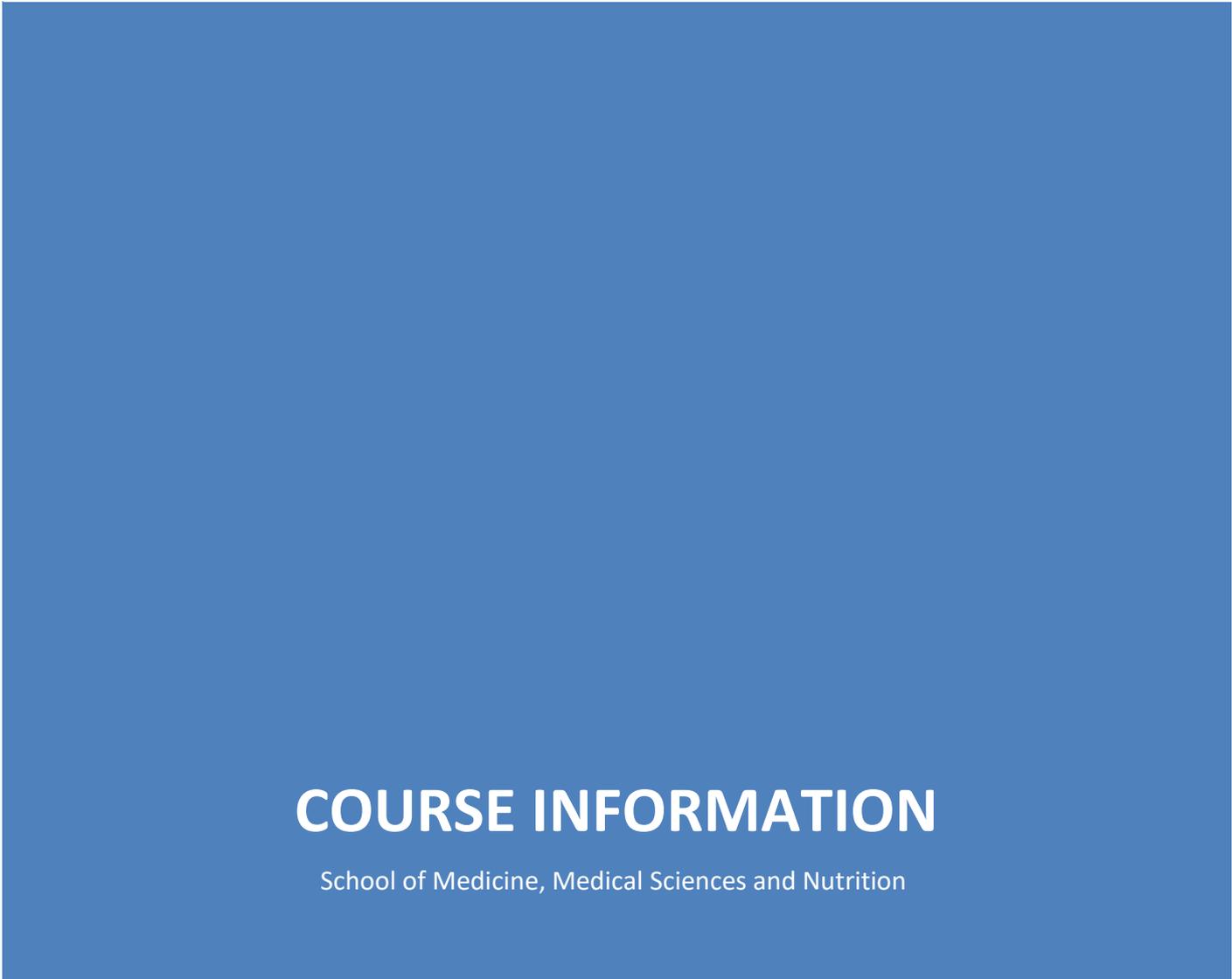




ME331E: AN INTRODUCTION TO
MEDICAL EDUCATION
YEAR 3 -MEDICAL HUMANITIES



COURSE INFORMATION

School of Medicine, Medical Sciences and Nutrition

INTRODUCTION

Welcome to 'An Introduction to Medical Education'. All staff involved in teaching and supporting you in your course hope that this experience will be enjoyable and will add a new dimension to your medical studies and encourage you all to continue to engage with medical education in your future professional careers.

This short handbook provides you with details of the programme of work and gives you guidance on assessment.

I am the course co-ordinator and my contact details are as follows:

Ashley Meldrum

Course Co-ordinator

Clinical Educator

School of Medicine, Medical Sciences and Nutrition

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Other Course Tutors

Dr Lorraine Hawick

Dr Wendy Dollery

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RATIONALE AND AIMS

This course provides an introduction to medical education- an outline of the range of issues that face those who develop, teach and assess on educational programmes. Education is not just about teaching skills it is about the whole complex process of managing and facilitating learning, in such a way that the desired outcomes are achieved. We hope that this course will give you some insight into this process.

Teaching is a role that every doctor is likely to undertake at some time in their professional career. The GMC publication Good Medical Practice states:

- Teaching, training, appraising and assessing doctors and students are important for the carer of patients now and in the future. You should be willing to contribute to these activities.
- If you are involved in teaching you must develop the skills, attitudes and practices of a competent teacher.

This course has been designed to introduce you to the vocabulary and theory that underpins education and some of the practical skills that are needed to deliver it.

AIM OF THE COURSE:

To develop and demonstrate an understanding of the design, delivery and assessment of teaching and learning for undergraduate medical education.

LEARNING OUTCOMES:

1. To demonstrate an understanding of the influencing factors upon the design of undergraduate medical education
2. To demonstrate an understanding of the underpinning theories and principles for teaching and learning
3. To demonstrate a critical understanding of the different pedagogical approaches and methods for teaching and learning
4. To demonstrate an understanding of the principles and methods of assessment used in medical education
5. To develop and demonstrate the skills to design and deliver teaching in medical education
6. Illustrate skills for critical reflection of your teaching practice.

COURSE PROGRAMME

This course will start with an overview of the current educational and political drivers impacting on medical education and an account of its regulation in the UK. The course will then progress in a logical way through the important stages of implementing an educational programme, namely:

- Curriculum planning
- Delivery of teaching and learning (theory and practice)
- Assessment
- Evaluation

Medical education research literature and the evidence base will be highlighted wherever possible and students will have the opportunity to plan and undertake several teaching opportunities throughout the course.

Assessment will be based on a written reflection, a practical/oral presentation of teaching and coursework.

The timetable is outlined below but please note that changes may be necessary so please should check your emails regularly for any updates.

Please find a provisional timetable below for scheduled sessions, this is subject to change at this stage. Once enrolled please check MyAberdeen at the earliest opportunity.

You will also receive a guide for self-directed study/preparation time ahead of the start date entitled 'Guidance for the preparation of and delivery of teaching opportunities' for more information about opportunities for teaching and sessions you will deliver as part of the course and your development.

Date/Time/Place	Provisional Timetable Subject to Change
Week 1	
Monday 26th October Self-Directed Study/ Group Session Preparation	Mon- Reading Course Handbook and Timetable <i>Mon- Preparation for group 12 min presentation on the history of medical education</i> (For Wed 28th Oct)
Tuesday 27th October Self-Directed Study/ Group Session Preparation	<i>Tues- Preparation for theories of learning 10 min presentation-</i> (For Friday 30th October)
Wednesday 28th October 09:30am-12:30pm	Introduction to Medical Education Student Led Section (History of Medical Education) Core Values as Educators
Thursday 29th October 9:30am-12:30pm	Principles of Planning and Design of Learning and Teaching <i>Preparation- Prep for Delivery of Teaching or Facilitation of Learning Group Presentations</i> (for Wed 4th November)
PM Self-Directed Study/ Group Session Preparation	
Friday 30th October 09:30-12:30pm	How do we learn? Some key theories
PM Self-Directed Study/ Group Session Preparation	<i>Preparation- Prep for Delivery of Teaching or Facilitation of Learning Group Presentations</i> (for Wed 4th November)

Week 2	
Monday 2nd November Self-Directed Study/ Group Session Preparation	Mon/Tues <i>Preparation for approaches and methods for teaching- group presentation</i> (for next Wednesday 11th November) <i>Prep for review of Case Based Question in advance of session</i> (next Monday 9th November)
Tuesday 3rd November Self-Directed Study/ Group Session Preparation	Mon/Tues <i>Preparation for approaches and methods for teaching- group presentation</i> (for next Wednesday 11th November) <i>Prep for review of Case Based Question in advance of session</i> (next Monday 9th November)
Wednesday 4th November 09:30-12:30am	Delivery of teaching or facilitation of learning
Thursday 5th November 09:30-12:30pm	Who should get into medical school? Selection/Admissions
13:30-15:30pm	Principles and Skills for Clinical Education
Friday 6th November	NHSG Medical Education Conference Aberdeen All students to attend

Week 3	
Monday 9th November Self-Directed Study/ Session Preparation 14:30-16:00pm	<i>Mon- Tues- Preparation for 3 min lecture any topic of your choice (Thurs 12th Nov)</i> Review of case questions (for Year 1 case-based tutorial)
Tuesday 10th November Self-Directed Study/ Session Preparation	<i>Mon- Tues- Preparation for 3 min lecture any topic of your choice (Thurs 12th Nov)</i> <i>Prep Start thinking/planning for your assessment</i>
Wednesday 11th November 09:30-13:00pm	Review of Learning from NHS Medical Education Conference Approaches and Methods for Teaching
Thursday 12th November AM- Self-Directed Study/ Session Preparation 1-4pm	<i>Planning/work for course assessment</i> Lecturing to success and Formal vs Hidden Including Student Lectures
Friday 13th November 12:30-4pm	Considerations of Teaching in the Clinical Context

Week 4	
Monday 16th November 10:00-12:00 PM Self-Directed Study/ Group	Principles and methods for assessment <i>Preparation for Case Based Tutorials (Thurs 19th Nov)</i>
Tuesday 17th November Self-directed study	<i>Planning/work for course assessment</i> <i>Preparation for Case Based Tutorials</i>
Wednesday 18th November 09:30-11:00am	Preparation for FOCM Clinical Skills Teaching Assessment guidance- Are you on track?
Thursday 19th November AM 09:45-11:00am Clinical Attachment Teaching Opportunity PM 2-3pm & 3-4pm	Students to attend Clinical Wards to facilitate 2nd year student learning Teaching Experience: First Year Case Base Tutorials
Friday 20th November 13:00-13:30pm 13:30-15:30pm	Year 1 Teaching Debrief/Reflections (15-20 mins) Question writing and standard setting

Week 5**Monday 23rd November**
Self-directed
study/prep*Mon -Tues Assessment planning/work*
*Preparation for 2nd Case Based Tutorials***Tuesday 24th November**
AM
Self-directed
study/prep*Planning/work for course assessment*
*Preparation for FOCM General Examination***PM**
2-3pm
3-4 pm**Teaching Experience:**
First Year Case Base Tutorials**Wednesday 25th**
November**Teaching Experience- To be confirmed****Thursday 26th**
November
AM

09:45-11:00am

Clinical Attachment
Teaching Opportunity**Students to attend Clinical Wards to facilitate 2nd year**
student learning**PM****Teaching Experience- To be confirmed****Friday 27th November**
Self-directed
study/prep**Course Assessment Support**
Session- Drop in session
(Bookings for appointment)*Planning/work for course assessment*

Week 6	
Monday 30th November Self-directed study/ prep	<i>Assessment prep/work</i>
Tuesday 1st December Self-directed study/ prep	<i>Assessment prep/work</i>
Wednesday 2nd December 09:30-12:30	Year 1 Teaching Debrief Feedback in Medical Education Final Assessment guidance
Thursday 3rd December 09:30-12:30	Evaluating Teaching and Learning Making the most of this course and the future Final Assessment guidance
PM Self-directed study/ prep	<i>Assessment prep/work</i>
Friday 4th December 10am-16:00pm	Assessment: Delivery of Teaching Session <i>Student time will be allocated</i>

ME33IE

Introduction to Medical Education Assessment Criteria

ASSESSMENT ONE

REFLECTIVE ESSAY ON OWN TEACHING EXPERIENCE

Introduction

You are required to reflect on your developing experiences and abilities as a teacher or facilitator. You should discuss your own teaching experience including:

- Your role as a tutor either with your peers or with the first-year students, reflecting on how one of the sessions went
- How your approach to teaching has been influenced by what you have learned on this course
- What learning points you take away from this experience for the future

Suggested Plan

Your essay should cover the following: brief outline of teaching events, your thoughts and feelings on what went well/less well, personal challenges (what did you find difficult) and learning points (what would you improve/do differently next time).

You are expected to use a reflective framework/model (please provide a reference for your chosen model).

An example:

Description	What is the stimulant for reflection? (incident, event, theoretical idea) What are you going to reflect on?
Feelings	What were your reactions, thoughts and feelings?
Evaluation	What was good and bad about the experience? Make value judgements.
Analysis	What sense can you make of the situation? Bring in ideas from outside the experience to help you What was really going on?
Conclusions (general)	What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
Conclusions (specific)	What can be concluded about your own specific, unique, personal situation or ways of working?
Personal Action Plans	What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

Length of Submission: 1000 words in length (tolerance of 10% over or under)

Formatting Guidance: Please use font type: Calibri, Arial or Times New Roman, font size: 12, double spacing. Include a title page with your student ID number. First person writing style.

Referencing Format: Please use 'Harvard Referencing' format for any referencing.

Weighting upon overall grade: Your submission comprises 20% of your overall grade

Submission Date:

Submission of Assessment One: **Friday 4th December 2020 by 23:30pm Via MyAberdeen**

Grade and Feedback: Grades and feedback will be provided in written format via MyAberdeen

Assessment One: Marking Grid- Written Reflection

Assessment Criteria	%	Fail (G3-G1) (F3-F1) (E3-E1)	Pass (D3-D1)	Good (C3-C1)	Very Good (B3-B1)	Excellent (A5-A1)
Description of experience	20	(G3-G1): Token or no submission. (F3-F1): No description of experience to set the scene of reflection. (E3-E1): Weak and superficial attempt to describe the experience	Attempts to describe the experience to set the scene of reflection but not entirely clear.	Good description of experience to set the scene of reflection but could be clearer.	Very good description of experience to set the scene of reflection.	Excellent description of experience to set the scene of reflection.
Analysis of experience	40	(G3-G1):Token or no submission (F3-F1): No exploration of thoughts and feeling associated with teaching event. No attempt to analyse thoughts and feelings. No outline of aspects for development. (E3-E1): Very superficial exploration of thoughts and feeling associated with teaching event. Weak attempt to analyse thoughts and feelings. Weak outline of aspects for development.	Minimal attempt to explore thoughts and feeling associated with teaching event. Limited analysis of thoughts and feelings. Limited outline of aspects for development.	Fair exploration of thoughts and feelings associated with teaching event. Offers a good analysis of thoughts and feelings but more depth could be provided. Provides some points for development.	Very good exploration of thoughts and feelings associated with teaching event. Offers a very good analysis of thoughts and feelings and provides a clear outline of aspects for development.	Excellent exploration of thoughts and feelings associated with teaching event. Offers an excellent analysis of thoughts and feelings and provides an excellent outline of aspects for development.
Structure of reflection	20	(G3-G1): Token or no submission (F3-F1): No structure of reflective writing. No use of a reflective model (or blend of reflective models) (E3-E1): Highly illogical structure of reflective writing. Unclear if a reflective model used (or blend of reflective models)	Some attempt to structure of reflective writing aligned to a reflective model (or blend of reflective models) but broadly illogical.	Structure of reflective writing fair, some illogical areas. Use a reflective model (or blend of reflective models) attempted.	Very logical structure of reflective writing aligned to a reflective model (or blend of reflective models)	Highly logical structure of reflective writing aligned to a reflective model (or blend of reflective models)
Presentation and formatting	20	(G3-G1): Token or no submission (F3-F1): No attempt to clearly present reflection. Very poor grammar, spelling and punctuation throughout. No adherence to the word limit. (E3-E1): Weak attempt reflection. Poor grammar, spelling and punctuation throughout. Little attempt to keep to the word limit.	Generally clear presentation, concise and mostly legible but some uninformative content. Suitable grammar, spelling and punctuation but errors present throughout. Some deviation of the word limit.	Good presentation, clear, concise and legible, minimal uninformative content. Grammar, spelling and punctuation reasonably good, minimal errors. Some deviation of the word limit.	Very good presentation, clear, concise and legible. Generally, very good grammar, spelling and punctuation. Adhered to the word limit.	Excellent presentation, clear, concise and legible. Excellent grammar, spelling and punctuation. Adhered to the word limit.

ASSESSMENT TWO

PRACTICAL/ORAL PRESENTATION

Introduction

You are required to design a teaching session on any topic of your choice/particular interest related to medicine using a power-point presentation.

Please prepare a teaching session that you would deliver over a 30-minute time frame. We will assess the first 10 minutes of your delivery of this session.

The assessors will be your audience and we can assume the role of any level of learner (i.e. 1st year medical student) to enable you to pitch your session appropriately.

In the first 10 minutes you are expected to demonstrate the following from your session:

- Ensure the layout of the room/and or equipment is appropriately set
- Establishing a welcoming and approachable environment
- Introduces self and sets the scene for the session
- Articulates clearly the aim and learning outcomes for the session
- Establishes the usefulness for the session
- Ensures excellent eye contact and engagement with the audience
- Demonstrate you are well prepared for the session
- Demonstrates clear communication an effective pace and tempo
- Ensures good timekeeping
- Excellent use of supportive material/equipment such as PowerPoint/handouts/use of flip chart/any other supporting equipment.

You will be provided with several opportunities to develop the knowledge and skills for this assessment throughout the course. You are welcome to discuss your practical/oral presentation with Ms Ashley Meldrum before starting if you have any uncertainty about this assessment

Submission:

Please submit your power-point slides by: **Thursday 5th December 2020 23:30pm Via MyAberdeen** ahead of your assessment to enable these to be available for your presentation.

Equipment:

Please make any request for equipment (i.e. flip charts, marker pens, etc.) by:

Monday 30th November 2020 to allow time for the course coordinator to make arrangements.

Length of Practical/Oral Presentation: 10 Minutes

Weighting upon overall grade: Your Practical/Oral Presentation comprises 20% of the final mark. Please refer to the marking grid/assessment criteria below.

Practical/Oral Presentation Date: Friday 4th December 2020 - Time slot to be allocated

Grade and Feedback: You will be examined by two lecturers/tutors. Grades and feedback will be provided in written format via MyAberdeen

Please note all presentations will be recorded via Panopto recording for the external examiner/the external examiner may also be present at the assessment.

Assessment Two: Marking Grid- Oral Presentation- Delivery of Teaching Session

Assessment Criteria	%	Fail (G3-G1) (F3-F1) (E3-E1)	Pass (D3-D1)	Good (C3-C1)	Very Good (B3-B1)	Excellent (A5-A1)
Context	20	(G3-G1): Token or no submission. (F3-F1): No evidence of preparation and set up for teaching delivery. No communication of aims and learning outcomes. No attempt to articulate the usefulness of the session. Minimal evidence of preparation and set up for teaching delivery. (E3-E1): Weak communication of aims and learning outcomes. Weak attempt to articulate the usefulness of the session.	Sufficient evidence of preparation and set up for teaching delivery but some disorganisation. Reasonable communication of aims and learning outcomes, could be clearer. Attempts to articulate the usefulness of the session but not entirely clear.	Fair evidence of preparation and set up for teaching delivery. Good communication of aims and learning outcomes. Fair attempt to articulate the usefulness of the session.	Very good preparation and set up for teaching delivery. Very good communication of aims and learning outcomes. Generally, articulates the usefulness of the session.	Excellent preparation and set up for teaching delivery. Excellent communication of aims and learning outcomes. Clearly articulates the usefulness of the session.
Content	30	(G3-G1): Token or no submission. (F3-F1): Aims and learning outcomes wholly incorrectly composed. (E3-E1): Aims and learning outcomes composed to a very poor standard.	Aims and learning outcomes composed to satisfactory standard but some errors present	Aims and learning outcomes composed to good standard but could be enhanced	Aims and learning outcomes composed to a very good standard, some minor errors.	Aims and learning outcomes composed to an excellent standard.
Structure	10	(G3-G1):Token or no submission. (F3-F1): Structure for the delivery of teaching (1 st 10 minutes) entirely illogical order. (E3-E1): Weak structure for the delivery of teaching.	Satisfactory structure for the delivery of teaching (1 st 10 minutes) some illogical order to delivery.	Good structure for the delivery of teaching (1 st 10 minutes) minor illogical order to delivery.	Very good structure for the delivery of teaching (1 st 10 minutes).	Excellent structure for the delivery of teaching (1 st 10 minutes).
Presentation Skills	30	(G3-G1): No submission (F3-F1): No ability to ensure a welcoming and approachable teaching environment- No introduction of self. No attempt to make eye contact and engagement. (E3-E1): Limited ability to ensure a welcoming and approachable teaching environment. Token attempt to make eye contact and engagement.	Satisfactory ability to ensure a welcoming and approachable teaching environment- including introduction of self. Some attempt to make eye contact and engagement with the audience but generally unengaged throughout. Speech wavering in places. Pace to fast/slow. Tempo to high/low.	Generally good ability to ensure a welcoming and approachable teaching environment- including introduction of self. Mostly maintains eye contact and engagement with the audience but occasionally unengaged. Speech generally clear. Pace and tempo good but needs development.	Very good ability to ensure a welcoming and approachable teaching environment- including introduction of self. Mostly maintains very good eye contact and engagement with the audience. Very good demonstration of clear speech with an effective pace and tempo for teaching delivery.	Outstanding ability to ensure a welcoming and approachable teaching environment- including introduction of self. Consistently maintains excellent eye contact and engagement with the audience. Outstanding demonstration of clear speech with an effective pace and tempo for teaching delivery
Slides/ Supporting Material	10	(G3-G1): Token or no submission. (F3-F1): No use of supporting material- power-point, handouts. (E3-E1): Poor use of supporting material- power-point, handouts.	Satisfactory use of supporting material- power-point, handouts- but significant development required to enhance balance of text and images and font size.	Good use of supporting material- power-point, handouts- some development required to enhance balance of text and images and font size.	Very good use of supporting material- power-point, handouts- font size appropriate, very good balance of text and images,	Excellent use of supporting material- power-point, handouts- font size appropriate, excellent balance of text and images,

ASSESSMENT THREE

COURSEWORK REPORT- Teaching Session Design

Assessment Three complements Assessment Two. For this assessment you are expected to provide the background and further details of your teaching session delivered for Assessment Two.

In this written course work report we expect you to provide the following:

- An overview of the teaching session with the aims and outcomes of the session clearly articulated.
- Details of the method for teaching-would this have been for a small group or to be delivered to a large group or lecture? Did it include for example, any practical/simulation/use of technology/patients? Discuss your method(s), the benefits and challenges of this method(s).
- Briefly detail the influential factors for the design of this session. For example, is this part of a wider curriculum, a national or local initiative/objective.
- Briefly articulate the theory (or theories) of learning you have based your session on.
- Articulate if you used a pedagogical approach (i.e. case-based or problem-based learning) providing details of this approach, the benefits and challenges of this approach.
- Articulate the learning styles you intend to meet and how you will attempt to achieve this and any challenges you may encounter.
- Provide a lesson plan- outline of the session with timings for each part of your session (i.e. introduction, body of the session including activities and closure of the session) and any equipment used (You may place this in an 'Appendix' if you are short for words).
- Provide a brief suggestion for how you might assess the learning of your session, what method(s) you could use to do so, when would you undertake the assessment(s) and what would you need (i.e. staff, equipment, rooms) to undertake this assessment.

Length of Submission: 3000 words in length (tolerance of 10% over or under)

Formatting Guidance: Please use Font: Calibri, Arial or Times New Roman, Font Size: 12, Double Spacing. Include a title page with your student ID number. Third person writing style.

Referencing Format: Please use 'Harvard Referencing' format for referencing (See MyAberdeen for guide)

Weighting upon overall grade: Your submission comprises 60% of your overall grade

Submission of Assessment: **Friday 4th December 2020 by 23:30pm Via MyAberdeen**

Assessment Three: Marking Grid Coursework Report for Teaching Session Design

Assessment Criteria	%	Fail (G3-G1) (F3-F1) (E3-E1)	Pass (D3-D1)	Good (C3-C1)	Very Good (B3-B1)	Excellent (A5-A1)
Content and understanding	50	<p>(G3-G1): Token or no submission.</p> <p>(F3-F1): No attempt to provide the background of teaching session and/or suggestion for assessment</p> <p>(E3-E1): Weak and superficial attempt to provide the background of teaching session and/or suggestion for assessment</p>	The background is presented but lacks significant detail and depth. Some use supporting resources (references) to demonstrate wider reading and understanding. Some attempt to suggest and provide an outline for a potential assessment of the teaching session but lacking in detail.	A good background for the teaching session is presented but lacks depth and detail. Fair utilisation of supporting resources (references) to demonstrate wider reading and understanding. A good attempt to suggest and provide an outline for a potential assessment of the teaching session.	The background for the teaching session is presented to a very good standard. Very good utilisation and integration of a range of supporting resources (references). Almost all suitable to demonstrate wider reading and understanding. Provides a very good suggestion and outline for a potential assessment of the teaching session.	The background for the teaching session is presented in great depth and detail. Excellent utilisation and integration of a wide range of supporting resources (references) to demonstrate wider reading and understanding. Provides an excellent suggestion and outline for a potential assessment of the teaching session.
Critical perspectives	20	<p>(G3-G1): Token or no submission</p> <p>(F3-F1): No attempt to consider critically the teaching session.</p> <p>(E3-E1): Very superficial attempt to consider critically the teaching session.</p>	Minimal critical consideration of teaching session, the benefits and challenges of chosen approaches. Limited references/literature to support viewpoints.	Some critical consideration of teaching session, the benefits and challenges of chosen approaches supported by references/literature.	Very good critical consideration of teaching session, the benefits and challenges of chosen approaches supported by references/literature.	Excellent critical consideration of teaching session, the benefits and challenges of chosen approaches supported by references/literature.
Presentation and formatting	25	<p>(G3-G1): Token or no submission</p> <p>(F3-F1): No attempt to clearly present background of teaching session. Very poor grammar, spelling and punctuation throughout. No adherence to the word limit.</p> <p>(E3-E1): Weak attempt to convey background of teaching session. Poor grammar, spelling and punctuation throughout. Little attempt to keep to the word limit.</p>	Generally clear presentation, concise and mostly legible but some uninformative content. Suitable grammar, spelling and punctuation but errors present throughout. Some deviation of the word limit.	Good presentation, clear, concise and legible, minimal uninformative content. Grammar, spelling and punctuation reasonably good, minimal errors. Some deviation of the word limit.	Very good presentation, clear, concise and legible. Generally, very good grammar, spelling and punctuation. Adhered to the word limit.	Excellent presentation, clear, concise and legible. Excellent grammar, spelling and punctuation. Adhered to the word limit.
Referencing	5	<p>(G3-G1): Token or no submission.</p> <p>(F3-F1): No attempt to provide references.</p> <p>(E3-E1): Very poor attempt to reference according to guidance.</p>	Generally correct referencing technique, but several errors.	Good referencing technique minimal errors.	Very good referencing technique according to guidance. Very minor corrections required.	Excellent referencing technique according to guidance. No errors present.

