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Faculty of Medicine
Quality Assurance Unit

Program Specification for Professional Diploma in Medical Education

(According to currently applied **Credit point bylaws**)

Education Development Center

Faculty of Medicine

Assiut University

2019-2020/2020-2021

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Program Specification for Professional Diploma in Medical Education

1. Basic Information

- + **Program Title: Professional Diploma in Medical Education**
- + **Nature of the program: Single.**
- + **Program code: MEE-490**
- + **Responsible Department: Education Development Center**
- + **Academic Director (supervisor of Education Development Center):**
Prof. Ahmad Makhoulouf
- + **Coordinator (s):**
 - Principle coordinator: Prof. Hoda Makhoulouf
 - Assistant coordinator (s) Heba Atia
- + **Date of Approval by the Faculty of Medicine Council of Assiut University: 16-10-2019**
- + **Date of most recent approval of Program by the Faculty of Medicine Council of Assiut University: 23-3-2021**
- + **Requirements from the students to achieve the required ILOs are clarified in the joining portfolio.**
- + **Admission Requirements (prerequisites) if any:**
 - I. General Requirements:**
 - Master or MD degree in any health faculties (Medicine, Dentistry, Nursing)
 - II. Specific Requirements:**
 - Fluent in English (study language)
- + **FEES:** As regulated and approved by the Department and Faculty councils.

2. Aims

By the end of the training the candidate will:

1. Be able to adopt principles of medical education excellence to their own and others practice as medical educators and leaders. This includes:
 - A focus on curriculum and course design at two levels i.e., firstly, to enable an informed critique of adopted curriculum, their limits, and potentials and secondly to familiarise participants with core curriculum design skills.
 - The features of high quality formative and summative assessment practices and how these are used to assess competencies and performance and support the development of students and trainees (including differentiation of performance and supporting trainees who are failing to progress).
2. Be able to apply strategies that create and sustain safe working and learning environments, including supporting and developing faculty to deliver high quality education and training.

3. Competencies:

The teacher as:

- 1- a curriculum developer and implementer**
- 2- an information provider and coach**
- 3- a facilitator and mentor**
- 4- an assessor and diagnostician**
- 5- a role model**
- 6- a manager and leader**
- 7- a scholar and a researcher**
- 8- a professional**

Intended learning outcomes (ILOs):

K. Knowledge and understanding:

K1. Apply the principles of

- Medical education as adult education
- Curriculum design, implementation, and evaluation
- Educational strategies
- Assessment
- Quality in medical education

K2. Apply the basic ethical and medicolegal principles relevant to clinical teaching and assessment

S. Practical skills (Hand on training):

S1, Design and critically appraise.

- Under and postgraduate medical curriculum.
- Different forms of assessment in Under and postgraduate settings.
- Different forms of teaching and learning in Under and postgraduate settings.

S2. Write competently program and course reports, with special focus on ensuring alignment between, competencies, instructional methods, and assessment methods.

G. General skills

G1. Work effectively with others as a member of a team or other professional group.

4. Program External References (Benchmarks)

1. The University of Cambridge Postgraduate Diploma in Medical Education

<https://www.ice.cam.ac.uk/course/postgraduate-diploma-medical-education-0>

Comparison between program and external reference		
Item	Professional Diploma in Medical Education	The University of Cambridge Postgraduate Diploma in Medical Education
Goals	Matched	Matched
ILOS	Matched	Matched
Duration	One academic year	Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully
Requirement	Different	different
Program structure	Different	different

4. Structure

A. Duration of program: One academic year (face to face +online training and assignments)

B. Structure of the program:

Total number of the credit points: 60 credit points

Didactic 6 credit point (10%), assignments and practical 54 credit points (90 %) total 60

5a. Modules

Modules

Essential Skills in Medical Education

Module 1: Foundations of medical education:

- **Module 1a:** What is expected of the teacher/trainer in the healthcare professions?
 - ✓ The roles of the teacher
 - ✓ The competencies and abilities of the good/excellent teacher
 - ✓ Professionalism & scholarship in teaching and learning
 - ✓ New trends in medical education
- **Module 1b:** How can learning be organised in a curriculum? Curriculum development and implementation:
 - ✓ Ten questions to ask about a curriculum
 - ✓ Educational strategies and the SPICES model
 - ✓ Problems in curriculum planning and delivery
 - ✓ The role of the teacher in relation to the curriculum
- **Module 1c:** Essential features (ABCs) of medical education
 - ✓ What should students or trainees learn? The learning outcomes/competencies
 - ✓ The move to outcome-based then competency based education.
 - ✓ What is outcome-based education and what are the implications of its implementation in practice?
 - ✓ How can learning outcomes be communicated?

Module 2: Medical Education Assessment:

- **Module 2a:** Principles of Assessment
 - ✓ Fundamental principles of assessment /How do we know if the student/trainee has learned?
 - What should be assessed?
 - How should it be assessed?
 - Why assess the learner?
 - When should the learner be assessed?
 - Who should assess the learner?
- **Module 2d:** Assessment in the workplace
 - ✓ Glossary of workplace based assessments (WBAs)
 - ✓ WBA tools
 - ✓ Implementation and uses
- **Module 2e:** Standard setting
 - ✓ Principles of setting the cut score
 - ✓ Examples of current methods for written tests
 - ✓ Standard setting for OSCEs

- Where should the learner be assessed?
 - ✓ Validity and reliability
 - ✓ Blueprinting
 - **Module 2b:** Tests of knowledge
 - ✓ Formats of testing
 - ✓ Writing good Single Best Answer(SBA) test items
 - ✓ Writing very short answer items
 - ✓ Reviewing test items
 - **Module 2c:** Tests of clinical skills: OSCEs
 - ✓ Principles of Objective Structured Clinical Examinations (OSCEs)
 - ✓ Modern developments: scoring, timing, examiner and simulated patients
 - ✓ How to write authentic and feasible stations
- **Module 2g:** Quality assurance of assessment
 - ✓ Principles of ensuring your assessment works as intended
 - ✓ How to ensure quality of your assessment

Module 3: Medical Education strategies (delivery):

- **Module 3a:** How can the students/trainees learn more effectively? 1. The FAIR principles:
- ✓ The provision of feedback
- ✓ Making learning more active
- ✓ Individualising the learning to the personal needs of the student
- ✓ Ensuring that the learning is relevant – authentic learning
- **Module 3b** How can the students/trainees learn more effectively? 2. The teacher's toolkit:
- Large group teaching and learning
- Small group teaching and learning
- Independent learning
- The contexts for learning

Module 4: Management and Evaluation in Medical Education

Module 5: Research in Medical Education :- capstone project.

5b. Contents and Matrix

Competencies	Modules
C1. a curriculum developer and implementer	Module 1: Foundations of medical education:
C2. information provider and coach	Module 1: Foundations of medical education Module 3: Medical Education strategies (delivery):
C3. a facilitator and mentor	Module 1: Foundations of medical education Module 3: Medical Education strategies (delivery):
C4. an assessor and diagnostician	Module 2: Medical Education Assessment:
C5. a role model	Module 3: Medical Education strategies (delivery):
C6. a manager and leader	Module 4: Management and Evaluation in Medical Education
C7. a scholar and a researcher	Module 5: Research in Medical Education
C8. a professional	Module 1: Foundations of medical education Module 3: Medical Education strategies (delivery):


Didactic	Covered ILOs	Hand on training & Assignments.	Covered ILOs
<ul style="list-style-type: none"> • Medical education as adult education • Curriculum design, implementation, and evaluation • Educational strategies • Assessment • Quality in medical education 	K1, K2	<ul style="list-style-type: none"> • Design and critically appraise <ul style="list-style-type: none"> - Under and postgraduate curriculum - Under and postgraduate different forms of assessment - Under and postgraduate different forms of teaching <ul style="list-style-type: none"> • Write competently program and course report. 	S1, S2 G1

6. Methods of teaching/learning:

1. Didactic (lectures, tutorial)
2. Workshops
3. Assignments
4. capstone project

Modules	Credit points	Attendance	Percentage of Achieved points
Lectures	6		10%
Module 1: Foundations of medical education:	1.2	12 hours	
Module2: Medical Education Assessment:	1.8	18 hours	
Module 3: Medical Education strategies (delivery	1.8	18 hours	
Module 4: Management and Evaluation in Medical Education	0.6	6 hours	
- Module 5: Research in Medical Education	0.6	6 hours	
- Training including online training, assignments log and Formative Assessment as mentioned below	54		90%

Online training and assignments log of:

 Training
<ul style="list-style-type: none">• Design and critically appraise<ul style="list-style-type: none">- Under and postgraduate curriculum- Under and postgraduate different forms of assessment- Under and postgraduate different forms of teaching• Write competently program and course report.• Design Capstone training project.

7. Assessment methods:

i. Assessment tools:

- Attendance formal and online (20%)
- Written assessment (20 %)
- Assignments (20 %)
- Capstone project (40%)

ii. Time schedule: At the end of the training.

Method assessment	Covered ILOs/Competencies
Attendance formal and online	S1, S2, G1
Written assessment	K1, K2
Assignments	K1, K2, S1, S2, G1
Capstone project	S1, S2

8. List of references

i. Lectures notes

- Staff members print out of lectures and/or CD copies

ii. Essential books

- A Guide to Medical Education EDITED BY Professor Ahmad Makhlouf and Forward by: Hossam Hamdy Nadia Badrawi, Released in 2020.

- Understanding Medical Education EVIDENCE, THEORY AND PRACTICE- EDITED BY Professor Tim Swanwick Dean of Postgraduate Medical Education Health Education North Central and East London London, UK.

iii. Recommended books

- The Eight Roles of the Medical Teacher- Ronald M. Harden OBE MD FRCP(Glas) FRCS(Ed) FRCPC

iv. Periodicals, Web sites

v. Others

9. Signatures

Program Coordinator:	Supervisor of Education Development Center.....
Date:	Date:

(End of the degree specifications)