

Postgraduate Certificate,
Diploma and Master of Science in
Medical Education
for Healthcare Professionals
Online



WELCOME PACK

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Getting Started

Welcome to the Programme

Welcome to the 2024 iheed University of Warwick's Master of Science in Medical Education for Healthcare Professionals. You are embarking on a period of enjoyable, challenging and rewarding study.

This is an interprofessional programme for all healthcare professionals, irrespective of clinical discipline. Our aim is to give you a first-class learning experience that will help you realise your potential and provide you with the tools and confidence to design programmes of study and facilitate learning.

The learning environment will be highly participative, and we will encourage you to get to know your workshop facilitators and peers well. Likewise, we look forward to meeting you at induction week and ensuring you are comfortable with the online learning environment, supports available to you and the expectations we have of your engagement throughout the programme.

For many of you, this programme represents the first piece of academic study you have undertaken in a long time. For some, this may be a daunting prospect. However, we are here to guide you, to support you and to give you every opportunity to succeed. There will be numerous sessions on academic writing and individual feedback given on your draft work. During the induction sessions we will give you guidance on returning to study and techniques that provide a healthy balance between work, study, and family life.

Our faculty and our programme support team will get to know you well in the coming months and I encourage you to take advantage of the supports offered.

If I or my team can be of any assistance to you, do not hesitate to reach out to us at mededsupport@iheed.org or through Canvas.

Warm regards,

Sean McGann

Programme Manager

University of Warwick

Induction Schedule

Please see below for the induction schedule and the Zoom links to join the sessions. **The passcode for all Zoom sessions is: iheed**

Each session will last approximately 1-1.5 hours. Where two times are offered for the same session, you can select to join the one that best suits your schedule. *You do not need to attend both.*

All sessions will be recorded and uploaded to our online platform, Canvas on the Resources page.

Please use this [time zone converter](#) to check the time in your own locality.

You will find a list of all resources mentioned in the “What should I do before I attend?” column on the next page in the Important Resource List.

Induction Session	Date and Link	What should I do before I attend?
Medical Education Programme Welcome <ul style="list-style-type: none"> Where should I start? How do I navigate the programme on Canvas? 	Monday, January 20, 2025 Afternoon session: 11:00-12:00 UK time Click here for the Zoom link. Evening session: 19:00-20:00 UK time Click here for the Zoom link.	Read the Welcome Pack
All Programme Welcome <ul style="list-style-type: none"> Overview of iheed/ University of Warwick Partnership Canvas Q&A Academic Integrity and Writing Q&A 	Monday, January 27, 2025 Afternoon session: 11:00-12:30 UK time Click here for the Zoom link. Evening session: 19:00-20:30 UK time Click here for the Zoom link.	Watch the Introduction to Canvas video and complete the Canvas Checklist Familiarize yourself with the resources in the Important Resource List
“Week 0 Tutorial” <ul style="list-style-type: none"> Introduction to tutorial structure and how to prepare Assessment and feedback model 	Thursday, January 30, 2025 Afternoon session: 12:00-13:00 UK time Click here for the Zoom link. Evening session: 18:00-19:00 UK time Click here for the Zoom link.	Attempt the “Week 0 Homework” and take notes of your process
Post-Induction Refresh 1 <ul style="list-style-type: none"> Programme support team drop-in Q&A session 	Week 1 of Module 1 Zoom link can be found on Canvas calendar.	Before attending this session to ask a question, ask yourself: <ol style="list-style-type: none"> Have I reviewed the Welcome Pack? Have I watched the recordings for all induction sessions? Have I watched the video resources provided?
Post-Induction Refresh 2 <ul style="list-style-type: none"> Programme support team drop-in Q&A session 	Week 2 of Module 1 Zoom link can be found in Canvas calendar.	Before attending this session, ask yourself the 3 questions above, and also: <ol style="list-style-type: none"> Did I attend my first tutorial last week? If not, did I watch the recording?

Important Resource List

Who to contact for...

Setting up payment plan and providing required documentation: admissions@iheed.org

Help with questions about fees *after* you have set up a payment plan: studentfinance@iheed.org

Technical support: studentsupport@iheed.org

All other queries: mededsupport@iheed.org

Navigating Canvas

- [Canvas Checklist](#)
- [Introduction to Canvas](#) video

Referencing and Academic Writing Skills

- [Editing your Essay](#) video
- [Section Structure: the IDEALS Method](#) video
 - o [IDEALS Example Text](#) document
- [Reading a Question and Planning an Essay](#) video
- [How to Reference](#) video
- [Using Zotero to Maintain References](#) video
- [Warwick Harvard Referencing Guide](#)

Regulations and Supports Available

- [Plagiarism and Academic Integrity](#) video
- [Using AI](#) video
 - o [AI Policy](#) document
- [Programme Expectations](#) video
- [Mitigating Circumstances](#) video
- [Resubmission Options](#) video

Medical Education Programme “Week 0 Homework”

Medical Education Criteria for Success Checklist

Understanding the Rubric and Feedback Model

- [How to Find and Interpret the Rubric and your Feedback](#) video
- [Rubric Explainer: Knowledge and Understanding](#) video
- [Rubric Explainer: Analysis and Evaluation](#) video
- [Rubric Explainer: Communication and Referencing](#) video

Medical Education Module 1 FAQs

Programme Registration

In order to formally complete your registration with the University of Warwick, your full application, including support documents, must be reviewed, and approved by the Programme Board.

If you haven't already submitted the following documents, the deadline to submit all of them is **17:00 GMT on Friday, January 31st, 2025**.

After this point, registration on the January 2025 intake will not be possible, and you will be deferred to the next cohort.

Documentation Required

1. University Certificate

- You must provide us with your original certificate, in English.

2. Personal Statement

- You must provide us with a short personal statement (no more than 500 words) on your current role/position, interest in the subject area and hopes for the future on completion of programme. Please include prior teaching experience and current opportunities to teach throughout the programme.

3. Recommendation Letter

- You must provide a recommendation letter that gives a character reference, confirms employment, and outlines your suitability for the programme. It can be from an employer, line manager, or academic.

4. Identification

- You must provide an identification card which has your name, face, and date of birth all visible. This is used during the online examinations.

Payment

Students will be sent out a link to a payment plan 2 weeks before the induction week starts or, if the student signs up in the 2 weeks before the induction week, the student will receive a link to the payment plan during induction week. It is important that the student keeps up to date with their payments.

Programme Timetable

The timetable on the following page details delivery for the Postgraduate Certificate (Semester 1) and the Postgraduate Diploma (Semester 2). For those of you who successfully complete the Postgraduate Diploma and choose to progress to the MSc in Medical Education for Healthcare Professionals, there will be an additional 10-months in which you will complete an 8-week taught component on research methods, followed by a 24-week professional project, culminating in a conference poster presentation and 4,000-word journal article.

Weekly tutorials are 90 minutes in duration. The tutorial times will vary by group and your location.

Semester One

* Please note that workshops take place on either a **Wednesday, Thursday**, or a **Friday** of the week.

Week Commences	Module 1: Essentials of Medical Education
26/01/25	Induction Week
02/02/25	Week 1: Learning Theory into Practice
09/02/25	Week 2: Curriculum Design and Multi-modal Teaching Methods
16/02/25	Week 3: Professional Values in Medical Education
23/02/25	Reading Week
02/03/25	Week 4: Assessment and Feedback for Learning
09/03/25	Week 5: A Team Approach to Education
16/03/25	Week 6: Personal Development as an Educator
23/03/25	Reading Week
30/03/25	Reading Week
06/04/25	Week Off
07/04/25	Module 1 Assessment Due

Week Commences	Module 2: Effective Teaching and Learning in Medical Education
13/04/25	Week 1: Educator Domains and Competency Frameworks
20/04/25	Week 2: Learning Environments
27/04/25	Week 3: Curriculum Design and Evaluation and Educator-Learner Relationships
04/05/25	Reading Week
11/05/25	Week 4: Skill Development and Professional Identity Formation
18/05/25	Week 5: Advocating for Medical Education
25/05/25	Week 6: Lifelong Professional Development
01/06/25	Reading Week
08/06/25	Reading Week
15/06/25	Week Off
16/06/25	Module 2 Assessment Due

Week Commences	Module 3: Assessment in Medical Education
22/06/25	Week 1: Building on the Foundations of Assessment
29/06/25	Week 2: Feedback
06/07/25	Week 3: Assessment methods: What, When, How, Why?
13/07/25	Reading Week
20/07/25	Week 4: Assessment of Competence and Capability
27/07/25	Week 5: Blueprinting
03/08/25	Week 6: Standard Setting
10/08/25	Reading Week
17/08/25	Reading Week
24/08/25	Week Off
25/08/25	Module 3 Assessment Due

Semester Two

* Please note that workshops take place on either a **Thursday** or a **Friday** of the week.

Week Commences	Module 4: Learning Technologies in Medical Education
31/08/25	Week 1: Learning Technologies in Health Professional Education
07/09/25	Week 2: Opportunities and Constraints
14/09/25	Week 3: Intellectual Property Rights and Patient Consent Issue
21/09/25	Reading Week
28/09/25	Week 4: Working to Scale
05/10/25	Week 5: Simulation-Based Technology Enhanced Learning (TEL) and Methods for TEL Evaluation
12/10/25	Week 6: The Future of TEL
19/10/25	Reading Week
26/10/25	Week Off
27/10/25	Module 4 Assessment Due

Week Commences	Module 5: Management and Leadership in Medical Education
02/11/25	Week 1: Leadership Frameworks
09/11/25	Week 2: Identity Formation as a Leader
16/11/25	Week 3: Leadership, Management, Hierarchy and Culture
23/11/25	Reading Week
30/11/25	Week 4: Interprofessional Teamwork and Crisis Resource Management (CRM)
07/12/25	Week 5: Change Capable Leadership
14/12/25	Week 6: High Reliability Organizations
21/12/25	Reading Week
28/12/25	Week Off
29/12/25	Module 5 Assessment Due

Week Commences	Module 6: Evidence and Values in Medical Education
11/01/26	Week 1: Scholarship Approaches to HPE
18/01/26	Week 2: Research in HPE I: Questions, designs, and methodologies
25/01/26	Week 3: Research in HPE II: Making Sense of Data, Lenses, Frameworks, and Analytical Approaches
01/02/26	Reading Week
08/02/26	Week 4: Evaluation, innovation, and quality improvement in HPE Scholarship
15/02/26	Week 5: Synthesis Methods in HPE Scholarship
22/02/26	Week 6: Constructing a Scholarly Project
01/03/26	Reading Week
08/03/26	Week Off
09/03/26	Module 6 Assessment Due

Additional Information

Programme Learning Outcomes and Introduction to Modules

Postgraduate Certificate in Medical Education for Healthcare Professionals

The Pg. Certificate in Medical Education for Healthcare Professionals comprises three 20 CATS modules:

- Module 1: Essentials of Medical Education
- Module 2: Effective Teaching in Medical Education
- Module 3: Assessment in Medical Education

Through successful completion of these modules, learners will attain the following learning outcomes:

1. Demonstrate an ethical educational philosophy and the ability to critically reflect on development as an educator using appropriate frameworks, theory, and tools for reflection.
2. Critically evaluate the literature on medical education and apply this learning to his or her educational practice.
3. Apply learning and teaching principles in the design and development of an education course, module, or project, including the analysis of the learning needs of the intended audience.
4. Demonstrate the application of learning and teaching methods that are relevant to intended learning outcomes and programme content.
5. Interpret, synthesise, and appropriately manage conflicting information arising from feedback from learners and educators.
6. Demonstrate appropriate use of effective assessment methods in an integrated and robust way to ensure intended learning outcomes have been achieved.

Module 1: Essentials of Medical Education

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

Module 2: Effective Teaching in Medical Education

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

Module 3: Assessment in Medical Education

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

Postgraduate Diploma in Medical Education for Healthcare Professionals

The Pg. Diploma in Medical Education for Healthcare Professionals comprises three 20-CATS modules from the PG Certificate, plus the following three 20-CATS modules:

- Module 4: Learning Technologies in Medical Education
- Module 5: Evidence and Values in Medical Education
- Module 6: Management and Leadership in Medical Education

Through successful completion of these modules, learners will attain the following learning outcomes:

1. Demonstrate knowledge, skills and attitudes of digital age teaching and learning.
2. Demonstrate the ability to be adaptive in integrating design, teaching and assessment methods with modern learning technologies to achieve intended learning outcomes.
3. Demonstrate advanced information skills necessary to critically appraise literature in medical education to evaluate evidence and formulate research questions.
4. Interpret and apply the results of educational research to their own educational practice.
5. Demonstrate a thorough understanding of organisational leadership theories and how supportive, multi-professional cooperation can improve education and collaborative care.
6. Demonstrate the ability to communicate, follow, lead, and function effectively to improve learning in their own organisational context.

Module 4: Learning Technologies in Medical Education

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

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

Module 5: Management and Leadership in Medical Education

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

Module 6: Evidence and Values in Medical Education

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

Master of Science in Medical Education for Healthcare Professionals

The Master of Science in Medical Education for Healthcare Professionals comprises the six 20-CATS modules from the PG Diploma plus the following 60-CATS module:

- Module 7: Research in Medical Education for Healthcare Professionals

Through successful completion of this module, learners will attain the following learning outcomes:

1. Develop the capacity for self-directed enquiry and demonstrate the ability to manage a professional project.
2. Critically evaluate and synthesise the literature in a chosen area of Medical Education and draw inferences from that literature.
3. Identify key research questions within a chosen area of Medical Education on which they will carry out a professional project.
4. Evaluate and select appropriate research methods, demonstrating an appreciation of the ethical implications of the chosen methods.
5. Identify, analyse and interpret suitable data to enable the research question to be addressed.
6. Formulate robust explanations of the findings and their application / relevance, demonstrating the written and oral communication skills to convey them in a succinct, compelling manner.

Module 7: Research in Medical Education for Healthcare Professionals

The aims of this module are:

- To develop students' knowledge and understanding of research methods and principles.
- To develop students' intellectual abilities using theoretical perspectives and drawing on current experience and previous experiential learning.
- To develop students' ability to critically evaluate an area of practice relevant to Healthcare Education.
- To develop students' ability to critically appraise the research literature and synthesise their findings.
- To develop students' ability to undertake substantial independent study.
- To develop students' ability to produce and communicate a piece of work informed by the forefront of research and evaluation, and with the potential for publication for a professional audience.

Key Academic Regulations

Please note the following:

Passing grade: A **pass mark of 50%** must be achieved in each assessment. There is no compensation between assessment elements.

Due dates: The assignment due dates are highlighted in your timetable.

Extension requests must be made no later than 14 days before the due date.

Resubmissions: If an assignment is failed, there is one opportunity for resubmission or repeat.

Compensation details: All resubmissions are automatically capped at the pass mark of 50% and where an element of a module is capped, it results in a cap on the entire module. A failed resubmission/repeat will result in the removal from the course.

Appeals can be made to the Mitigating Circumstances panel prior to an Exam Board.

Mitigating Circumstances: There will be a chance to submit mitigating circumstance claims appeals prior to each Exam Board. This is your opportunity to highlight significant life events that impacted on your studies.

All claims must be submitted by the deadline and should be supplemented with all necessary documents/evidence. The MC panel will review the cases anonymously and provide a judgement on the relevance, severity, and timeliness of each case.

An online form will be circulated to all students in advance of the deadline, and all submitted claims will be discussed at the Mitigating Circumstances Panel.

If a third attempt is granted, participants will re-join the course at the point at which their progress was paused. If the third attempt is not granted, the permanent withdrawal of the participant from the course will be confirmed at the Board of Examiners.

Results: Please note that all results are provisional until ratified and confirmed by the Board of Examiners.