MSt in Medical Education

2021-2022

Course code: CSCMM6

COURSE GUIDE
Welcome and Introduction

Welcome to the MSt in Medical Education, a University of Cambridge award offered by the Institute of Continuing Education (ICE), designed collaboratively with the University of Cambridge, School of Clinical Medicine’s Clinical Deanery. The MSt is taught and awarded at FHEQ level 7 (i.e. at master’s level) and attracts 60 credits at level M. The award is completed in one academic year. The completion of the Postgraduate Diploma in Medical Education is a necessary pre-requisite. For further information about academic credit please see our website, http://www.ice.cam.ac.uk/studying-with-us/information-for-students.

The MSt is a part-time programme, spanning three terms. The programme has been designed around three 2-day blocks, one each term, along with attendance at a one-day medical education conference focused on methodological issues in research. In addition, each student has a named supervisor to support project work. Additional, optional, project surgeries are offered approximately twice a term.

The course is taught through a mixture of face-to-face and online sessions. During online sessions the course content will be delivered, and the learning outcomes met, through the use of the video-based teaching platforms. The course Virtual Learning Environment (VLE) will be used throughout the course. Please note that this will be reviewed in line with the latest public health guidance available at the time. If required, to ensure the health and safety of students, we may look to utilise alternative teaching formats and will contact students if we expect changes to the course delivery.

The programme is longitudinal, with end of term milestones linked to the stages of designing, implementing and writing up an educational project. The milestone assessments are: a formal project proposal at the end of the Michaelmas Term; a project presentation at the end of Lent Term and a project report at the end of Easter Term.

Educational aims

The programme aims to develop individuals who are able to recognise and respond to opportunities to develop their own and others educational practice through the considered design and implementation of a small-scale educational research or development project.

This will include

- Exploration of project design principles, including methodological choices
- Familiarisation with a range of educational research, development and evaluation methods
- Purposeful and in-depth engagement with their chosen project design methodology and linked methods
- Purposeful engagement with approaches to data selection, data generation and data analysis methods (linked to their chosen design)
- Rehearsing different ways of communicating complex ideas in written/verbal/graphic form for different audiences (e.g. academic audience, professional audience, members of the public etc)

Teaching and supervision

The 2-day blocks have been designed as if a ‘retreat’ with opportunities to think and write built around more structured ‘teaching’ time. (When it is safe to do so, you may wish to stay at Madingley to allow you to make the most of the space available; you would be responsible for booking and paying for this accommodation however).

As with the PgCert and PgDip, contact days are designed to be interactive, recognising the rich resources you offer to the shared learning process. There will be opportunities to rehearse aspects of project design, including data collection and analysis methods; these will be explicitly linked to your project choices.
Teaching methods include formal input (micro-lectures), case study work, small group work and peer presentations. On-line work includes peer review of work, moderated discussions and monthly ‘drop in’ sessions with the course director (using video conferencing, details within VLE).

You are able to access up to 12 hours of supervisor time over the year, which includes face to face supervision and time to read and respond to draft work. (Time to mark summative assessment submissions is in addition to these 12 hours). The first supervision session should focus on preferred ways of working; we suggest you agree a supervision contract as the basis for your work.

The 12 hours includes reading time (i.e. it is not all face to face time) so think carefully about when you are most likely to benefit from their reading your work and offering guidance. Most will agree to read chapters as you complete them; depending on time and timings they may also be able to read a final complete draft before submission.

You may also want to think about whether your supervisions are conducted face to face, or over Skype/Zoom (or equivalent). Get appointments in the diary as soon as possible!

**Learning outcomes**

By the end of the MSt in Medical Education, within the constraints of the course, you should be able to demonstrate:

1. a capacity to purposefully design, implement and critically appraise an educational project that has the potential to inform or change practice

2. an ability to position your project in relevant policy/practice context and to provide a coherent account of the conceptual and methodological choices you have made in design and implementation

3. the ability to communicate complex and novel ideas in accessible ways, for a range of audiences and purposes

4. awareness of personal responsibility and professional codes of conduct throughout all stages of the project, working in transparent and ethical ways.

**Transferable skills and professional standards**

Having completed the Postgraduate Diploma you will already be in a position to make a cogent case for meeting all ten of the GMC Standards for Educators (GMC 2016). The MSt programme further underlines this. Furthermore, on completing the MSt you are in a strong position to demonstrate you meet all five domains of the Academy of Medical Educators (2014) Professional Standards – at standard level 2 or above. The design, implementation and evaluation of an educational research and development project in particular, positions you to evidence claims against Domain 4 Educational Research and Scholarship at level 2 or 3, depending on the scope of your work and linked professional experience.

In addition, the course develops knowledge and expertise that spans three domains of the GMC (2017) Generic Professional Capabilities Framework. Domain 8 articulates *Capabilities in Education and Training* that are addressed across postgraduate certificate and diploma courses. In addition, elements of Domain 5 (*Capabilities in Leadership and Teamwork*) and Domain 9 (*Capabilities in Research and Scholarship*) are integrated into the postgraduate diploma and MSt curriculum design, and linked teaching and assessment methodologies.
Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning1. 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. However, it is recognised that students’ study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.


Faculty

Programme Director: Dr Diana Wood
Clinical Dean and Director of Medical Education at the University of Cambridge School of Clinical Medicine

Academic Director: Dr Tom Monie
Assistant Director of Academic Centres (Academic) and Academic Director for STEM (Biological) at the Institute of Continuing Education, University of Cambridge

Course Director: Prof. Clare Morris.
Clare brings extensive experience of leading masters’ level programmes in medical education and in research supervision at masters and doctoral levels. Clare is Course Director for the Postgraduate Diploma in Medical Education and has co-delivered the Postgraduate Certificate in Medical Education for the past six years with Jeremy Webb. She is Honorary Professor of Medical Education, Barts & The London School of Medicine & Dentistry, Queen Mary University London. Clare has long standing interests in working-learning relationships, in socio-cultural theories of learning and faculty development. She is Chair of ASME’s Educational Research Committee and a member of AMEE’s international Faculty Development Committee. She is a reviewer for Medical Education and Advances in Health Sciences Education. Clare.Morris@tutor.ice.cam.ac.uk

Supervisory team:

Dr Kerry Calvo

Kerry is an experienced medical educationalist, with a background in General Practice. She gained her Masters in Teaching and Learning in Higher and Professional Education from the Institute of Education, UCL, in 2014. She is a Senior Clinical Teaching Fellow at UCL, teaching on Masters programmes in Healthcare Professions Education, Clinical Education and Medical Education. She also teaches clinical communication to undergraduates at the University of Cambridge, and is an undergraduate GP Tutor for Kings College London. Her particular interests are in practical application of educational theory and evidence; continuing professional development; helping struggling learners; wellbeing; clinical reasoning and person-centred medicine. She has presented at national and international medical education conferences and was awarded a Pulse “Rising Star” award in 2017 for her work in medical education. Email to be advised.

Dr Kirsteen Watson

Kirsteen is a Consultant in Public Health Medicine with a particular interest in healthcare systems and child health, having also spent some time training in Paediatrics. She trained to become a doctor at Cambridge and Guy’s, King’s and St. Thomas’ in London, specialising in Social and Political Science for Part II. She was awarded a Masters in Public Health from Harvard in 2008 and a Masters in Medical Education from the University of Bedfordshire in 2012, focussing on faculty development for doctors in training, supervised by Clare Morris.

She is currently an Associate Lecturer teaching medical students on the Public Health 'Improving health' course at the Cambridge Clinical School and has a lead role in Quality, Faculty Development
and Strategic projects for the EoE Public Health Training programme. Also a three time national Debating Champion at school and university and a past member of the British Debate Squad, she is passionate about effective communication, leadership and faculty development. Email to be advised.

Dr Jeremy Webb

Dr Jeremy Webb is a General Practitioner and Course Director for the Postgraduate Certificate in Medical Education and Clinical Sub dean for Staff Development at the University of Cambridge, School of Clinical Medicine, jw349@medschl.cam.ac.uk

Dr Kalman Winston Kal is an experienced educator, with a PhD in medical education. Kal is currently leading the design and development of an MPhil in Population Health Sciences at Cambridge University, and is a tutor on the Cambridge Teaching Associates Programme and on the MSt in Medical Education. Kal is also a tutor, supervisor and examiner for University of Liverpool’s Doctorate in Education programme, as well as deputy editor of the journal Perspectives on Medical Education. Kal's interests include curriculum design, faculty development, small group teaching, interactive pedagogies, learning development and remediation of struggling students. kaw82@medschl.cam.ac.uk

Administrative staff

Head of Academic Centre Administration – Professional Studies: Gillian Barclay, Email: gillian.barclay@ice.cam.ac.uk, Tel: 01223 760063

Academic Centre Coordinator – Professional Studies: Jill Noble, Email: jill.noble@ice.cam.ac.uk, Tel: 01223 746237

Academic Centre Administrator – Professional Studies: Liz Webb, Email: liz.webb@ice.cam.ac.uk, Tel: 01223 746408

Venue

For the Michaelmas (autumn) term of the 2020-2021 Academic Year this course is being taught remotely, online. This means there will be no face-to-face teaching and students will not need to be present in person in Cambridge. The course content will be delivered, and the learning outcomes met, through the use of video-based teaching platforms alongside the dedicated course Virtual Learning Environment. Face-to-face teaching will resume when it is safe and possible to do so.

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

Any face-to-face sessions will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley
Hall typically take around 20-25 minutes. Full directions are given on our website at: http://www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Madingley Hall
Madingley
Cambridge
CB23 8AQ
T: 01223 746222
Website: www.ice.cam.ac.uk
Email: meded@ice.cam.ac.uk
Syllabus for Michaelmas Term

From project idea to project design

Provisional dates

<table>
<thead>
<tr>
<th></th>
<th>Start date</th>
<th>End date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong>*</td>
<td>4 October 2021</td>
<td>17 December 2021</td>
<td>9am to 5pm</td>
</tr>
<tr>
<td></td>
<td>4 &amp; 5 October 2021</td>
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<td></td>
<td>tbc November 2021</td>
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<td></td>
<td>(ASME RME)</td>
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<td></td>
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<td><strong>Venues</strong>*</td>
<td>5 &amp; 6 October: Virtual classroom, Madingley Hall, Madingley, Cambridge, CB23 8AQ</td>
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<td></td>
<td>TBC: Conference – venue tbc</td>
<td></td>
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<tr>
<td><strong>Tutor(s)</strong></td>
<td>Clare Morris</td>
<td></td>
<td>3 core contact days</td>
</tr>
<tr>
<td><strong>No of meetings</strong></td>
<td></td>
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*Please note that teaching dates and venue for this unit is provisional and may be subject to change in accordance with government/University guidelines*

Overview of term one

The overarching aim of the shared learning this term is to provide you with opportunities to explore and consider project design principles, methodological choices (and linked methods) and ways of working ethically throughout all stages of the project process.

The emphasis is upon turning a project idea into a well thought-through and justified project proposal. This holds true whether you are choosing to do an educational development project or an educational research project.

We will explore the ways we ‘work with words’, in particular how we identify the contribution our project work might make to the development of practice and/or the development of knowledge by identifying ‘gaps’ in the literature. This will lead us to think about how we frame ‘researchable questions’ to guide our project work and the implications for the methodological choices that are most likely to yield the kinds of insights we seek!

During this first block we will also consider the ‘situated ethics’ of ‘insider research’ and other types of project work, particularly when it is within an institution where you are also an employee. We will consider how we are positioned in the research /development process and how to make that explicit in our work. As part of this we will explore the value of peer review – how others may see things we don’t see when they read our work. This will be linked to on-line activity focused on peer review and feedback on project proposals later in the term.

During these first two days we will get a feel of the kind of project you might like to undertake and identify an initial supervisor to help you develop your ideas. This will be followed by a third attendance day in November at ASME’s annual one-day conference, title, theme and speakers to be confirmed. In addition to the keynotes, you will choose to attend 3 methodological workshops
led by experienced medical education researchers and scholars. This should help you crystallise your ideas about your project and the methodological approach you wish to take.
Presentation of the module

The table below shows how the first term learning and first assessment are linked to the programme learning outcomes.

Provisional Dates

<table>
<thead>
<tr>
<th>Michaelmas Term (overview)</th>
<th>Indicative content</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 contact days + individual supervision</td>
<td>From project idea to project design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Working with words: literature and policy analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Methodological choices in educational research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The situated ethics of educational project work</td>
<td>4</td>
</tr>
<tr>
<td>Assessment (10% weighting)</td>
<td>Formal proposal due date tbc</td>
<td></td>
</tr>
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</table>

Please note that these dates are provisional and whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

Learning outcomes

By the end of the MSt in Medical Education, within the constraints of the course, students should be able to demonstrate:

1. a capacity to purposefully design, implement and critically appraise an educational project that has the potential to inform or change practice

2. an ability to position their project in relevant policy/practice context and to provide a coherent account of the conceptual and methodological choices they have made in design and implementation

3. the ability to communicate complex and novel ideas in accessible ways, for a range of audiences and purposes

4. awareness of personal responsibility and professional codes of conduct throughout all stages of the project, working in transparent and ethical ways.

Assessment

There are three assessment points for the programme, each marking a milestone in the project planning, implementation and write up. The milestone assessments are designed to have a strongly formative emphasis, helping you develop your ideas and ensuring you conduct the project work in a timely manner, given the many demands upon you!

Assessment one: formal project proposal (10% weighting).

The project proposal is written in the academic genre and should be between 3,000 and 4,000 words in length.
Please see the VLE for further guidance, including the pre-determined format allowing you to rehearse skills for applying for ethical /other types of permissions as is relevant to the project option you are following and their work context(s).

The proposal should provide

- Introduction and context for the project
- A brief synthesis of the literature (i.e. illustrating awareness of existing knowledge base)
- The overarching aims for their project
- The overarching research question (ERP) / the recognised need for their development (EDP)
- The chosen methodological approach, with rationale
- Ethical considerations
- Permissions required to conduct the project
- Project timeline

**Assignment date tbc**

**A note on ethical permissions and approvals**

There are ethical considerations for all projects, regardless of whether you need to seek and gain formal ethical permissions before commencing your work. You will find information about ethical permissions and approvals within the VLE and it is something we will discuss during the first contact days of the course.

The types of approval required very much depends on a) whether your work is deemed to be research b) who your research ‘subjects’ are and c) where your research is being conducted. The following is designed to give you a sense of what might be required.

**Studies involving University of Cambridge students and/or staff** should go through the Cambridge Human Psychology Research Ethics Committee or the Cambridge Higher Education Research Committee.

**Studies involving students in other medical schools** should go through the relevant school’s ethics committee. If you are hoping to do a multi-site study you may find a mutual recognition process is in place i.e. if you have ethical permissions from Cambridge, this will be recognised.

**Studies involving patients** (i.e. people recruited on the basis of them being NHS patients) will involve NHS HRA approval, including full ethical permissions. This is through IRAS and can be a lengthy process and is therefore not a route we recommend.

**Studies involving NHS staff** (i.e. people recruited on the basis of them being NHS staff) are likely to involve NHS HRA approval through IRAS, but this is much lighter touch than for studies involving patients and turn-around time can be relatively swift (allowing up to 12 weeks). You would need to involve your local R and D department in this process.

It is vitally important that you have an early discussion with your supervisor and/or course director to identify and agree what is required. You should anticipate it taking up to 12 weeks to gain ethical approval – you cannot gather data until permissions have been granted.

**Reading and resource list**

Key resources will be listed /posted on the VLE that you will have access at the start of each module – the online learning materials for each session for the module should be looked at before the session and will contain links to electronic references available through the University Library and School of Clinical Medicine. This is a masters level course which means we expect you to read widely, going beyond suggested readings offered in each module. Some examples of indicative reading are provided at the end of this course guide.
Syllabus for Lent Term

Working with ideas and data

<table>
<thead>
<tr>
<th>Start date</th>
<th>17 January 2022</th>
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<tbody>
<tr>
<td>Teaching*</td>
<td>20 &amp; 21 January 2022</td>
</tr>
<tr>
<td>End date</td>
<td>25 March 2022</td>
</tr>
<tr>
<td>Time</td>
<td>9am to 5pm</td>
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Venue* Virtual classroom, Madingley Hall, Madingley, Cambridge, CB23 8AQ

Tutor(s) Clare Morris

No of meetings 2 core contact days

*Please note that teaching dates venue for this unit is provisional and may be subject to change in accordance with government/University guidelines

Overview of term two

You will be starting the Lent Term with clear sense of direction having constructed your project proposal. This emphasis of our shared learning this term will therefore be on the implementation of your project, whether an educational development project (EDP) or an educational research project (ERP). Both types of projects will involve the collection and analysis of data, whether implementation/evaluation date (EDP) or the generation /collection and analysis of research data (ERP).

During our shared learning sessions we will look at different approaches to data collection and data analysis and how they are aligned to particular methodological choices and/or theoretical standpoints. This will include opportunities to rehearse and discuss approaches.

This block will also offer space to think about creative ways of sharing project findings with a range of different audiences. There will be time to share ideas with your peers and test out different forms. It is hoped that this forms a catalyst for developing your ‘presentation’ that is submitted as the second formal milestone at the end of the term. On-line work will include a 'show and tell' opportunity for the project presentation.

Your work with your supervisor this term will be focussed on the implementation stage of your project and agreeing the audience and form for your presentation.

Presentation of the module

The table below shows how the second term learning and second milestone assessment are linked to the programme learning outcomes.

<table>
<thead>
<tr>
<th>Lent Term (overview)</th>
<th>Indicative content</th>
<th>Linked Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>2 contact days + individual supervision</td>
<td>Working with ideas: adopting a critical stance, articulating a position in relation to your work</td>
<td>2,3</td>
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</tbody>
</table>

The overarching aim of the shared learning is to foster a critical and informed stance to project design and
implementation. This includes opportunities to rehearse selected data collection and analysis methods (linked to students’ own project choices) and to explore different ways of presenting their work to relevant audiences.

The goal of supervision for this term is to move firmly from design into implementation stages of the project.

Working with data: making wise choices about data generation and/or selection and approaches to data analysis  
Sharing ideas: thinking creatively about the ways we communicate our work to others

<table>
<thead>
<tr>
<th>Assessment (20% weighting)</th>
<th>Project presentation due date tbc</th>
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</table>

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Learning outcomes

By the end of the MSt in Medical Education, within the constraints of the course, students should be able to demonstrate:

1. a capacity to purposefully design, implement and critically appraise an educational project that has the potential to inform or change practice

2. an ability to position their project in relevant policy/practice context and to provide a coherent account of the conceptual and methodological choices they have made in design and implementation

3. the ability to communicate complex and novel ideas in accessible ways, for a range of audiences and purposes

4. awareness of personal responsibility and professional codes of conduct throughout all stages of the project, working in transparent and ethical ways

Assessment two: project presentation (20% weighting)

The project presentation provides an opportunity for you to share your work-in-progress to a chosen audience, in a creative way. Your choice of audience might be patients, members of the public, students, trainees, educators, policy makers, curriculum designers, medical education researchers/ leaders /faculty developers or any other audience that makes sense in relation to the project work you are undertaking. You don’t have to cover everything and should work on the basis of exploring an aspect of your work in depth e.g. the rationale for the project and why it matters or the methodological choices you have made and how they fit with your research question, or how you are working with the data etc. Your presentation should **not be in an academic form** on this occasion.

You will agree their chosen audience and chosen form with their supervisor, following opportunities to try out ideas during the second block of teaching earlier in the term. You may choose to represent their work visually, aurally, orally or in textual form. e.g. your presentation might be a short video, or a podcast, or an infographic or a leaflet etc. The presentation should be no more than 15 minutes ‘in duration’, recognising this is an equivalent measure. You will be asked to do a short ‘show and tell’ about your presentation within the VLE – inviting comments from your peers as part of this process.

Your presentation should be accompanied by a short reflective piece (1,500-2,500 words) which focussed on their learning from the task.

Assignment date tbc
Syllabus for Easter Term

Making an impact

| Start date | 28 March 2022 |
| Teaching* | 12 & 13 May 2022 |
| End date | 24 June 2022 |
| Time | 9am to 5pm |
| Venue* | Virtual classroom, Madingley Hall, Madingley, Cambridge, CB23 8AQ |
| Tutor(s) | Clare Morris |
| No of meetings | 2 contact days |

*Please note that teaching dates and venue for this unit is provisional and may be subject to change in accordance with government/University guidelines

Overview of term three

The exact format of the last two contact days will be discussed and agreed with the cohort. It is anticipated that most of the shared learning time will be used as a writing retreat which will include short ‘warm up’ activities, periods of quiet writing, peer review and support. Members of the supervisory team will be available to review work in progress should it be requested. This final block will also offer some time to think about the potential impact of the work being undertaken and how that can be best communicated to others.

Further detail about this final block will be posted in the VLE.

Presentation of the module

The table below shows how the final terms learning and assessment activity are linked to the programme learning outcomes.

<table>
<thead>
<tr>
<th>Easter Term (overview)</th>
<th>Indicative content</th>
<th>Linked Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>2 contact days + individual supervision</td>
<td>Working with findings: data analysis and interpretation</td>
<td>1,2</td>
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<tr>
<td></td>
<td>Increasing impact: putting project outcomes to use in meaningful ways</td>
<td>1,3,4</td>
</tr>
<tr>
<td></td>
<td>Communicating outcomes in a range of forms.</td>
<td>3,4</td>
</tr>
<tr>
<td>Assessment (70%)</td>
<td>Project report due date tbc</td>
<td></td>
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</tbody>
</table>
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2. an ability to position their project in relevant policy/practice context and to provide a coherent account of the conceptual and methodological choices they have made in design and implementation

3. the ability to communicate complex and novel ideas in accessible ways, for a range of audiences and purposes

4. awareness of personal responsibility and professional codes of conduct throughout all stages of the project, working in transparent and ethical ways.

Assessment three: project report (70% weighting)

The project report is the final submission and should ‘tell the story’ of your project work in an appropriate form that allows you to evidence achievement of the programme learning outcomes. It is anticipated that this will primarily be written in an academic genre, although mixed academic-reflective genre is welcome. The exact nature of their write up will be agreed with the project supervisor and course director.

It is intended that the write up is meaningful, in terms of the nature of the project you have undertaken. For example, if you have undertaken an educational research project, you may wish to write up the project in a form that requires only minor adjustments if seeking publication. (Formal guidance will be given on this, to ensure students meet the assessment requirements).

If you have undertaken an educational development project, it may be appropriate to write a project report for commissioners/educational leaders. Creative adjuncts to the project are encouraged e.g. a short podcast or vlog to be shared with the Medical Education Community.

The project report and any adjuncts should be the equivalent of 8,000 to 10,000 words.

Further guidance will follow regarding the project write up.

Assignment dates tbc

Guidelines for Project Write Up

You will be asked to submit a printed bound form of your project and upload the same version via the VLE as usual.

The project and any adjuncts should be:

- Between 8,000 and 10,000 words in length (excluding references, figures, appendices, and tables);
- Typed line spacing: 1.5-spacing;
- Minimum of 11-point font;
- Page numbers identified
- Presented in a binder (two copies)
- Uploaded into the VLE by the deadline.
The structure and format of the work should be appropriate to the topic and is something to discuss and agree with your supervisor. However, the following may prove helpful. The first section (not a chapter) is for the practical things, titles, abstracts, disclosures and contents. It comes before the body of the report and will include the following.

**Title and author**

**Abstract (not more than 600 words)**

Generally, a well-prepared abstract enables a reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests and hence whether they need to read the entire document. In your case, an examiner will be greatly aided by a well-written abstract, as it is also a table of contents in paragraph form that will act as a map to guide the reader through your project.

**Plain English abstract (not more than 400 words)**

There is a growing expectation that researchers can express their work in ways that are accessible to non-specialist audiences. Please include a plain English abstract. (You can find an example of guidance on how to do this in NIHR resources here: [https://www.nihr.ac.uk/about-us/CCF/PPI/Plain_English_summaries_in_National_Institute_for_Health_Research_funded_research.pdf](https://www.nihr.ac.uk/about-us/CCF/PPI/Plain_English_summaries_in_National_Institute_for_Health_Research_funded_research.pdf)

**Key words (up to 5)**

Choosing the right keywords enables search engines to find published work efficiently. It is usually up to authors to contribute these and you often are asked to suggest some as part of the process of publication. You might like to consider what key words you would attach to your project – this can be aided by considering what key words you used during your literature review element – and add them into the end of your abstract.

**Table of Contents, Lists of Figures and Tables.**

**Acknowledgements**

**Main body of the report (suggested formal for ERP)**

The main body of an educational research project report typically covers the following aspects, organised in chapters in a way that is relevant to your topic and approach. If you wish to write your report up in a format suitable for publication, you should signal which publication and follow their author guidelines. Please note this is only acceptable if discussed and agreed with your supervisor and course director beforehand.

**Background and context.**

This should provide a clear context for the project ie why it matters (to you and the wider world).

**Literature review**

This would normally include how you approached literature searching and selection. The gap(s) in the literature your work addresses.

**Theoretical framing of the work**

This is about being clear about the views on learning (and/or the nature of ‘evidence’) that shape and inform the project and how this influences the framing of the research question(s) and the selection of appropriately aligned research methods.
Research questions

This is the social-science equivalent to a hypothesis! What is the big, overarching question you are seeking answers for?

Ethical considerations

This is more than the approach to seeking ethical approval, it is about exploring the ethical issues inherent in undertaking educational research, particularly when it is insider research. It is where you may explore issues around recruitment, consent, handling data and so on (though you may wish to put these with methodology and methods).

Methodology and Methods (with justification)

This is about being clear about why you approached the work in the way you did. It will usually explore alternative options and what is to be gained by the choices you made (and also what the limits are as we seldom get to do the perfect piece of research given resource and time constraints). You will typically include the approach to sampling (if relevant), how you approached the recruitment of participants, and your chosen approaches to data analysis here.

Findings

The exact approach will be determined by the type of data and its analysis. This is where you lay out your findings without discussing their implications (which comes in discussion)

Discussion of findings

This is where you explore your findings, linking back to the gap in the literature you identified and your research question(s). You should also consider the implications of your findings for you as an educator, but also your professional community (as relevant).

You should couch this discussion with consideration of the limits of your work.

Conclusions

Project adjunct (if including one).

This is relevant if the adjunct takes a written form. If it takes a different form you should indicate where to locate the video/audio/graphic file that supports.

References

Use Harvard style (A helpful guide can be found here https://lrweb.beds.ac.uk/a-guide-to-referencing/books)

We also highly recommend that you use a reference database such as Endnote to help keep your references organised, and help you generate reference lists very simply.

Appendices

This would typically include copies of ethical permissions, consent forms, an example of data collection tools (copies of surveys, or topic guide for interview etc). It may also include examples of data coding and analysis (eg an analysed transcripts)
Main body of the report (suggested formal for EDP)

The following suggestions are for an educational development report. The format is less formalised than for the write up of educational research and so we suggest you discuss and agree your approach with your supervisor. The main body of an educational research project report typically covers the following aspects, organised in chapters in a way that is relevant to your topic and approach.

Background and context.

This should provide a clear context for the project ie why it matters (to you and the wider world).

Literature review / Policy analysis

This section should clearly position your work in relevant context(s) whether national or local. It is equivalent to a literature review in that it should be supported with a strong rationale for doing the work that offers a critical analysis of policy /other literatures as is relevant to your work.

Theoretical framing of the work

This is about being clear about the views on learning (and /or the nature of ‘evidence’) that shape and inform the project and how this influences the design and implementation of your educational development project. Whilst you will not have research questions framing your work, you should demonstrate a questioning stance, particular in relation to your evaluation approach.

Ethical considerations

This is about exploring the ethical issues inherent in undertaking project work within your own /others organisation. Depending on the nature of your project, it is where you would explore issues around recruitment, consent, handling data and so on (though you may wish to put these with methodology and methods).

Methodology and Methods (with justification)

This is about being clear about why you approached the work in the way you did. It will usually explore alternative options and what is to be gained by the choices you made (and also what the limits are as we seldom get to do the perfect project given resource and time constraints). You will typically include your approach to designing an intervention (if this is what you have done) along with your chosen approaches to evaluation here.

Findings

The exact approach will be determined by the type of data and its analysis. This is where you lay out your findings without discussing their implications (which comes in discussion)

Discussion of findings

This is where you explore your findings, linking back to the rationale for undertaking the work I the first place. You should also consider the implications of your findings for you as an educator, but also your professional community (as relevant).

You should couch this discussion with consideration of the limits of your work.

Conclusions
Project adjunct (if including one).

This is relevant if the adjunct takes a written form. If it takes a different form you should indicate where to locate the video/audio/graphic file that supports.

References
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We also highly recommend that you use a reference database such as Endnote to help keep your references organised, and help you generate reference lists very simply.

Appendices
This would typically include copies of any permissions, any example of data collection tools and examples of evaluation data and how it was analysed and interpreted.
Indicative resources / reading

Books

You may find the following texts a good starting point for your reading.


Note: Each chapter is based around a theoretical framing or methodological approach illustrating how each author has researched an aspect of workplace learning.


A classic go-to text for educational researchers with an open access ‘companion’ website with a range of useful resources to explore including PowerPoint presentations for every chapter. http://cw.routledge.com/textbooks/cohen7e/


This textbook explores the issues involved in undertaking medical education research before illustrating different approaches. There is a helpful chapter on ‘how to tell compelling scientific stories’ which might be useful when thinking about write up.


There are useful chapters on research and evaluation methodologies in part 4 of the 2018 version of this text.

Journals

The following journals are available as e-journals (through Raven) or are open access

Academic Medicine
Advances in Health Sciences Education
British Dental Journal
British Medical Journal
European Journal of Dental Education
The Clinical Teacher
Medical Education
Medical Teacher
Nurse Education Today
Perspectives on Medical Education
Teaching and Learning in Medicine
# PROVISIONAL TIMETABLE

## Michaelmas 2021

<table>
<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday 4 October 2021</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday 5 October 2021</td>
</tr>
<tr>
<td>3</td>
<td>November – date tbc</td>
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<td>(ASME RME Conference)</td>
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## Lent 2021

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<tr>
<td>4</td>
<td>Thursday 20 January 2022</td>
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## Easter 2021

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<td>Friday 13 May 2022</td>
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Please note that these dates are provisional and whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.