



## **Medical Educators Development programme**

Delivered by HESG (Health Education Support Group, UK)

Accredited by Academy of Medical Educators (AoME)

Accredited by Royal college of Surgeons (Edin)

## **The Course Programme**

The focus of this Medical Educators Development programme for Myanmar programme is on improving medical education and more specifically, developing medical educators.

The format of the programme will be broadly broken down into half days, each section focussing on different areas of medical education. These will first be taught with a senior educator acting as the facilitator, with a view to the participants getting 'hands- on' as soon as possible and teaching these areas themselves with peer and senior feedback after each session.

## **Course Delivery**

### **Stage one: Professional development as Medical Educator Course**

Once learners have attended 5 sessions from any of the modules or attended one whole module of 5 sessions

Module 1: Fundamentals of teaching (5 half-day sessions)

#### **Example of webinars Sessions for Module 1**

- Designing and planning learning sessions
- How to facilitate small group discussions
- Introduction to assessment
- Educational theories
- How to change our educational practice

### **Stage 2: Postgraduate Certificate in Medical Education (PGCert)**

Module 2: Teaching and supporting learners (5 half-day sessions)

#### **Example of webinars Sessions for Module 2**

- How to facilitate learners to improve their clinical skills
- How to facilitate learners to improve their non- clinical skills
- How to facilitate learners to improve their clinical reasoning



- How to manage poor performance in learners, intervenes or seeks advice appropriately
- How to give feedback

Module 3: Assessment (5 half-day sessions)

#### Example of webinars Sessions for Module 3

- Test construction: Blueprints: Sampling the curriculum; constructive alignment
- Written Assessments. Best of 5 MCQ
- Assessing Clinical Competency in medical Education: The OSCE. Objective Structured Clinical Exam
- Assessment of performance in the workplace, including assessment FOR learning
- Evaluation of Assessment. QA and metrics

Modules 1,2, and 3 will each carry 20 credits.

Participants will get individual certificates of attendance for each session. Once they have completed all three modules they will have, 60 credits and should receive a post graduate certificate of medical education.

#### Stage 3: Postgraduate Diploma in Medical Education (PGDip)

After completing the above 3 modules, they can take another 3 modules (optional modules, they can choose any 3 out of 5, depending on their role in medical education) to get PGDip in medical education (a further 60 credits, 120 credits in total)

Each module will carry 20 credits.

#### Stage 4: Masters in Medical Education

Participants can then undertake a supervised thesis/ dissertation to get Master in Medical Education (A further 60 credits, 180 credits in total)

The potential areas for growth are numerous and are likely to stand the test of time, allowing for sustained growth in the programme model as experience and knowledge is gained.

### **I. Course Assessment**

The course work will involve reflective writing. The course faculty will assess participant portfolio against evidence of the Medical Educator's competency checklist

#### For the Stage one: Professional development as Medical Educator Course



The participants should demonstrate the documented evidence of most of the level 1 competency checklist and some of level 2. as a medical educator across all domains of the Professional Standards. They will normally exceed Level 1 of the standards and will meet most of the domains at Level 2 standard.

### **Stage 2: Postgraduate Certificate in Medical Education (PGCert)**

The participants should demonstrate the documented evidence of most of level 2 competency checklist

#### **II. Course Plan**

We will have course faculty support process. The faculty members delivering the Medical Educators Development Programme are completing their Masters in Medical Education and/or are actively involving in delivering continuing professional development activities. The delivery faculty attend educational conferences to learn and share ideas with other educators in their field. One or two faculty will deliver each training sessions and offered peer review to the members of the delivery faculty, and a chance to reflect and act on reflections within in-house faculty training programmes to ensure that the teachers continue to deliver the highest quality of education.

#### **III. Comparison with The Academy's Professional Standards AoME**

##### **1. Designing and planning learning**

This domain pertains to an educator's understanding of learning styles, needs and outcomes. It includes the appropriate use of learning resources and the evaluation of educational interventions.

This programme aims to be a melting pot of experience, ability, and styles in its educators. This focussed programme allows maximal interplay between peers so that they can learn from each other as well as from the facilitators. By teaching a variety of lessons (bedside teaching, seminar based etc) we will expose participants to varying styles and give them a chance to implement these changes in their own practice during the course with time set aside for structured feedback.

##### **2. Teaching and facilitating learning**

This domain focuses on the delivery of teaching, its quality and the importance of active engagement in feedback and reflections.

As previously stated, our programme has a heavy emphasis on high- quality feedback. As a programme, our focus lies in the practical delivery of teaching. This maximises the participants' opportunities to experiment with a range of styles and resources to find what best suits them and their audience.

##### **3. Assessment of learning**



This domain explores the purpose, development and type of assessments that are most appropriate for assessing the learners understanding of the topic(s) being taught.

An area that can be discussed both theoretically and acted upon in the classroom, this area will be fully integrated into the course throughout.

#### 4. Educational research and evidence-based practice

This domain outlines the scholarly element of medical education, focussing on its evidence base and how to apply academic theories and practices.

A more theoretical area of teaching, this will be touched upon during the programme and be expanded upon for those with an interest in a career progression involving medical education.

#### 5. Educational management and leadership

This domain pertains to educational governance and the management of educational programmes.

Our programme focuses on the practical application of medical education as medical educators who are continuing further education in teaching who want to be involved in the implementation of the programme or senior educators who are taking part in the programme to network, further reinforce their quality teaching practices but also stretch themselves into considering changes they can implement in their programmes locally. Eventually participants may become involved in the development of secondary sites from which the programme can spread if it proves to be successful.

This course programme can lead the participants to demonstrate activity in roughly 5 areas over 3 domains of a Member of Faculty of Surgical trainers: Teaching & Training Activity, Educational Leadership, and Scholarship & Research in Education.

### IV. Course Evaluation

Implementing and evaluating the new course is the dynamic stages. It is very important to maintain, enhance and prolong the life of each course by constantly evaluating and developing. The evaluation of this course will be conducted using Kirkpatrick's four-level model.

For level 1: Reaction

Collect the feedback by questionnaires for each of the session and these questionnaires explore learner's feelings and opinions about the course just completed. It also allowed the participants to self-assess against the learning outcomes.

For level 2: Learning

The participants' learning can be seen on their reflection on portfolio activities

For level 3: Behaviour



The participants' behaviour change and improvement after applying the skills on the job could be seen on their students' feedback, peer review forms on logbook and direct observation.

For level 4: Results

It could be seen in the near future how the curriculum, style of delivery and assessment change in Myanmar Medical Education.

## V. Future Plans

Diploma

After completing the above 3 modules, we can develop a programme for further modules. In order to obtain a diploma in medical education, they would need a further 3 modules (60 credits). It is usual to have one or two compulsory modules and free choice of the other module(s). The optional modules would depend upon individual roles in medical education

Masters

Then they can do thesis/ dissertation to get Master in Medical Education (another 60 credits or 180 in total)

**Course materials could be accessed only by registration on [Federalhealthmm.com](http://Federalhealthmm.com)**

**Contact for further information: [myanmarhesg@gmail.com](mailto:myanmarhesg@gmail.com)**