Our postgraduate course in medical education links the philosophical and theoretical basis of the learning sciences to the practical application of teaching or assessment in complex and challenging healthcare environments.

The programme offers a unique opportunity for individuals to develop their professional identity in each of the expert roles of a teacher, and in the process, create and cultivate a community of practice that functions as a personal and professional learning network across traditional organisational boundaries.
Postgraduate study
www.nottingham.ac.uk/medicine

PGCert/PGDip/MMedSci
Medical Education

Faculty of Medicine and Health Sciences
Join an experienced faculty that is ranked 11th in the UK according to the QS World University Rankings by Subject 2017.

Duration
The programme can be undertaken full-time over one year or part-time over three years (with the opportunity to complete in a minimum of 2 years).

Location
Most modules are delivered at the Jubilee Conference Centre, Jubilee Campus.

Introduction
This programme is suitable for healthcare professionals or scientists who wish to develop their professional identity in each of the expert roles of the teacher. Our current cohort and applicants include dentists, doctors, midwives, nurses, pharmacists, scientists and vets who work in medical education roles.

Applications are welcomed from UK, EU and International students.

Course structure
The core modules cover the fundamental principles and practice of teaching, learning, assessment, curriculum, feedback and the educational environment applied to a healthcare professions context.

The optional modules enable individuals to develop further expertise in various cross-cutting areas to make transformative change and improvement in patient or learner outcomes at local, national and international level.

Each module uses evidence and theory-based educational activities for supporting individuals develop their understanding such as: plenary presentations with the use of ‘hinge’ questions, asynchronous learning mediated by social media; and ‘walk and talk’ where individuals take walks on campus with peers to discuss the latest controversies or curiosities in medical or healthcare professions education.

Core modules
- Principles and Practice in Teaching and Learning
- Principles and Practice in Assessment, Psychometrics and Feedback
- Principles and Practice in Curriculum Design and the Educational Environment

Optional modules
- Professionalism, Diversity and Professional Identity Development
- Technology-Enhanced Education
- Coaching, Mentoring and Supervision
- Problem-based Learning, Case-based Learning and Clinical Diagnostic Decision-making
- Underperformance and Performance Enhancement
- Learning in Complex and Uncertain Clinical Environments

What our students say
“Each module has offered a different perspective and given me much to reflect on. In particular, I’ve enjoyed modules that have helped develop my skill set as a teacher and leader in ways I can put into practice on the ground.”

“The course is tailored to the specific needs of healthcare educators, and covers a wide variety of essential and topical subjects in medical education.”

“It’s been great to meet other professionals with an interest in medical education from varying health disciplines.”

Entry requirements
2:1 or pass at MBBS (and other medical degrees where no classification is awarded as standard) or degree in a relevant subject eg medical, nursing, dental, veterinary and other health related degrees.

How to apply
Visit nottingham.ac.uk/medicine and select this course from the postgraduate study area. You can apply online within the course entry using the ‘Apply for this course’ button.

Find out more
nottingham.ac.uk/enquire
+44 (0) 115 951 5559

The University of Nottingham has made every effort to ensure that the information in this flyer was accurate when published. Please note, however, that the nature of the content means that it is subject to change from time to time, and you should therefore consider the information to be guiding rather than definitive.

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