Postgraduate Diploma and Master’s in Surgical Education

Student Handbook
2016 – 2017
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Welcome to Postgraduate Study at Imperial College London

Welcome from programme directors

We would like to welcome you to the Postgraduate Diploma and Master’s in Surgical Education. The MEd in Surgical Education programme has run for eleven years, and remains the only one of its kind in the UK. It is one of only two international programmes with a focus on surgical education. The twelfth offering of the programme is more flexible than before. It includes a new Diploma level exit award, and the opportunity to pause before moving on to Master’s level study.

The PG Diploma and MEd are innovative and stimulating, creating a sound foundation for teaching and training the practitioners of the future. They will introduce you to the field of education, to important concepts and theories for surgical education and to the paradigms and research methods that are commonly used. Those engaging in the MEd aspect of the course will apprentice themselves into surgical education research through carrying out and writing up an independent research project.

During your time on the programme we will explore emerging directions in surgical education, including public engagement, simulation and work at the boundaries between Medicine, the Social Sciences and the Humanities. Undoubtedly you will acquire new knowledge, understanding and skills. We hope also that the programme will provoke us all to re-examine the assumptions, attitudes and evidence that underpin our professional educational - training behaviour and the contexts in which we work.

The programme is offered by the Division of Surgery in the Department of Surgery and Cancer, part of the Imperial Faculty of Medicine. It has close links with:

- ICCESS: the Imperial College Centre for Engagement and Simulation Science;
- The Imperial and Royal College of Music’s Centre for Performance Science (CPS), and
- The Educational Development Unit (EDU) of Imperial College.

You will meet staff from these communities, others drawn from across the College, as well as external speakers. This mix brings a unique range of experience and expertise to the programme.

We see this programme as a collaborative venture and partnership. Responsibility for success is shared between yourself, your peers and the tutors. We are all busy, probably overly busy individuals, used to managing a high and complex workload, to which the PG Diploma and MEd will add.

We urge you to study the programme deadlines and requirements, to make the necessary arrangements to give you the time to work on the PG Diploma and MEd and attend teaching, and to forward plan as much as you are able. What you get from the programme will be directly related to what you put in.

One way of looking at it is that your time on the programme provides a one off opportunity for which some compromises and sacrifices will be worthwhile. In return, your tutors will offer their expertise, time and commitment to you and the success of the programme. They will seek, within constraints such as fairness to all and university regulations, to be flexible and responsive to discussion about better ways of organising things and to your needs whilst on the programme.
We believe that the PG Diploma and MEd will start you on a journey of considerable change in how you approach issues in education and training; change based on knowledge, examination of fundamental principles and critical reflection on the values you and those around you bring to educational and surgical practice.

We wish you every success on this unique venture.

Roger Kneebone & Kirsten Dalrymple

Welcome to Imperial College London

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming’s discovery of Penicillin to Gabor’s invention of holography, Imperial has been changing the world for well over 100 years. You’re now part of this prestigious community of discovery and we hope you will take this opportunity to make your own unique contribution.

We’re committed to providing you with the very best academic resources to enrich your experience. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that’s further training in an academic skill like note taking or simply having someone to talk to.

You’ll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 340 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. You also have free access to gym (following a one-off orientation fee of £40 in 2016) and swimming facilities across our campuses.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do.
through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you’re interested in getting involved then there will be opportunities for you to do so.

Welcome to the Graduate School

The Imperial College Graduate School has several roles but our main functions are to provide a broad, effective and innovative range of professional skills development courses and to facilitate interdisciplinary interactions by providing opportunities for students to meet at academic and social events. Whether you wish to pursue a career in academia, industry or something else, professional skills development training will improve your personal impact and will help you to become a productive and successful researcher.

Professional skills courses for Master’s students are called “Masterclasses” and they cover a range of themes, for example, presentation skills, academic writing and leadership skills. All Masterclasses are free of charge to Imperial Master’s students and I would encourage you to take as many as you can to supplement your academic training. The Graduate School works closely with the Graduate Students’ Union (GSU) and is keen to respond to student needs, so if there is an area of skills training or an activity that you would like us to offer, but which is not currently provided, please do get in touch.

The Graduate School also runs a number of exciting social events throughout the year that are an opportunity to broaden your knowledge as well as to meet other students and have fun. Particular highlights include the Ig Nobel Awards Tour Show, the Chemistry Show and the three-minute thesis competition. You should regularly check the Graduate School’s website and e-newsletters to keep up to date with all the events and training courses available to you.

Finally, I hope that you enjoy your studies here at Imperial, and I wish you well.

Professor Sue Gibson, Director of the Graduate School
Programme Overview

Context and rationale

The Imperial College Diploma-Master’s Degree in Surgical Education is a distinctive programme in the medical education landscape, both nationally and globally. Although medical education is well established as a discipline, and courses at Master’s, Diploma and PG Certificate level are widely available within the UK and overseas, surgical practice contains a number of elements that distinguish it from medical education at large. These include:

* technical aspects of surgery (performing operations and procedures);
* teaching and learning within a range of clinical environments unique to surgery and related disciplines (e.g. operating theatres, interventional procedure suites, surgical outpatients, high dependency units);
* the use of simulation and virtual reality within training; team working within and between professional disciplines (e.g. surgeons, anaesthetists, nurses, operating theatre support staff);
* the development of new professional roles in response to political and other pressures;
* the impact of new surgical technology; and the assessment of surgical skill.

Surgical education is therefore emerging as a specialty with a strong individual identity.

The need to recognise this educational field reflects developments within healthcare and society at large. Changes to consultant training have dramatically altered the face of postgraduate education. These changes require more sophisticated and structured educational approaches. These can only be initiated and used appropriately by those with a thorough grounding in education to complement their surgical and clinical expertise. Undergraduate education too has become more complex, and requires a deeper understanding of the educational process on the part of health care workers and university teachers. Those developing simulated training environments similarly need an understanding of learning and teaching. All of this presents a considerable challenge, as there are currently limited numbers of surgical professionals with extensive educational expertise. Equally, few educationalists have a thorough knowledge of the unique features of the surgical context.

There is increasing emphasis across all specialities on sound education, assessment and appraisal, and a growing recognition that education is a key to safe clinical practice and effective professional development. Successful completion of these Master’s level programmes will build the theoretical understanding and judgement that underpins educational development and innovation in this important field. Such an understanding is necessary as surgical training across the world increasingly leaves its former apprenticeship model behind.

Although we expect our students to bring relevant experience of medicine, surgery, and training in the workplace, we make few assumptions of prior knowledge in the field of education; learning needs will be negotiated within an overarching framework of educational objectives. This strategy is in harmony with current practice for clinical personnel seeking an educational qualification.

The programme’s philosophy fits well with Imperial’s framework for Master’s level study, which is designed to ensure understanding of essential concepts, principles and practices whilst integrating and
critiquing these ideas alongside contemporary issues and debates in surgical education. Students on the programme typically have teaching and training experience, but little formal basis in educational theory. Their knowledge of simulation and technology in surgical training and education is likely to be at an introductory or practical level. Limited familiarity with the field of education, its social science and humanities traditions and practices, is expected. A significant aim of the course is to enhance your academic knowledge and skills in this field.

The surgical educations programmes consist of a PG Diploma level qualification and a MEd in Surgical Education. Part time students have registered for the Diploma and, when they have completed, may continue to the part-time MEd element of the programme. Full time students integrate the Diploma and MEd into a single academic year.

The PG Diploma in Surgical Education aims to provide you with a thorough grounding in educational concepts and professional practices to complement your surgical and clinical expertise. Continuation onto the higher MEd qualification will additionally build students’ knowledge and practical experience with educational research methodology. Both the Diploma and MEd aim to complement students’ biomedical academic skill sets with educational ones that draw on social science and humanities paradigms.

The PG Diploma programme provides a broad grounding in educational theory and approaches in the context of surgery, a grounding that is frequently underdeveloped in current surgical education practice. A further aim is to introduce students to the use and critique of low and high fidelity simulation in training and the distinctive pedagogical challenges this gives rise to. These aims will be complemented by relevant educational theory. Exposure to Imperial’s Virtual Learning Environment (Blackboard) and hands on contact with simulators will allow participants to experience media and techniques which they will also be exploring from an academic, educational perspective. The PG Diploma culminates in a specialty pathway and capstone project selected by the student from a selection of available pathways.

The MEd element of the programme adds to development of educational knowledge and skills by providing students with the opportunity to undertake supervised research in surgical education, in an area of professional educational interest, where they will expand their research abilities to include knowledge and experience in educational research methodologies and methods. This requires students from a biomedical background to engage with the ideas and approaches of education, a field heavily influenced by the social sciences and humanities.

Regardless of the mode of study both Diploma and the MEd programmes can be considered highly demanding. Although the Diploma, in particular, provides an immersive experience where the benefits of meeting face to face with lecturers, speakers and peers are the promotion of discussion and enhancement of learning, it also requires you dedicate significant time reading and preparing assignments on a regular basis with a high level of independence.
Programme structure and awards

The Postgraduate Diploma and Master’s in Surgical Education Programmes are shown schematically in Figure One. They are built around eight modules, including two supervised educational projects.

The modules are tightly integrated and should be taken in the sequence indicated. Flexibility is provided in: the choice of assessment topics for individual modules, the choice of a Module Six specialty pathway and design project (Module 6b), and for those completing the MEd element, the conduct of a personal, surgical education research project (Module 8b).

The programme has two exit points leading to postgraduate awards.

1. The Postgraduate Diploma in Surgical Education is available as a part-time (only) programme of study. The PG Diploma is normally completed over a ten-month period within one academic year. This intensive year of study carries 60 ECTS of credit – it is equivalent to 30 ECTS of study at PG Certificate level, together with 30 ECTS of study at PG Diploma level.

2. The Master’s in Surgical Education is available as a further programme of part-time study carrying 30 ECTS of credit. The MEd is normally completed in the academic year following the PG Diploma.

3. The Postgraduate Diploma and Master’s in Surgical Education (MEd) are available as a combined full-time programme of study, normally completed within one academic year. This full-time mode of study is suitable only for those free of clinical and work responsibilities for the academic year.

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**Programme Structure and Awards**

<table>
<thead>
<tr>
<th>Modules, Timing of Taught Elements and Credits (ECTS)</th>
<th>Awards</th>
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<tbody>
<tr>
<td><strong>Module 1</strong> Policy and Context of Surgical Education (October) (7.5 ECTS)</td>
<td><strong>Postgraduate Diploma in Surgical Education</strong> (Modules 1-7: overall total of 60 ECTS)</td>
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<tr>
<td><strong>Module 2</strong> Introduction to Learning &amp; Teaching (November) (7.5 ECTS)</td>
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<td><strong>Module 3</strong> Introduction to Assessment &amp; Appraisal (January) (7.5 ECTS)</td>
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<tr>
<td><strong>Module 4</strong> Introduction to Simulation &amp; Technology Enhanced Learning (February) (7.5 ECTS)</td>
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<tr>
<td><strong>Module 5</strong> Theory and Practice of Learning, Teaching &amp; Assessment (March/April) (7.5 ECTS)</td>
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<tr>
<td><strong>Module 6a</strong> Surgical Education Specialty Pathways: Design Project and Report (Pathway launches: May – July)</td>
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<tr>
<td><strong>Module 6b</strong> Supervised Surgical Education Specialty Pathways: Report (May – July) (15 ECTS)</td>
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<tr>
<td><strong>Module 7</strong> Reflection for Surgical Education Project (Developed and supervised across Modules 1-6 (October – June) (7.5 ECTS)</td>
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<tr>
<td><strong>Module 8a</strong> Introduction to Research Methods and Project (November)</td>
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<tr>
<td><strong>Module 8b</strong> Supervised Educational Research Project and Master’s Dissertation (November – September) (30 ECTS)</td>
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**Figure One – The Surgical Education Programmes**
Programmes of study and modules

This section outlines the programmes of study, their timelines and component modules. An elaborated outline of each module and timetable for the taught week typically are provided a few weeks before teaching takes place. Key things to consider as you embark upon the surgical education programmes.

1. Studying Education, as a social science and humanities-based field, requires you to engage with its values and cultures, along with disciplinary specific practices in writing, reading and doing research and in defining the criteria we use to judge quality. Many of these approaches fall outside the realm of the biomedical sciences tradition with which you are likely to be more familiar. Engaging with the programmes, its tutors, teaching, learning and assessment activities will develop your repertoire for scholarly work in Education.

2. Studying for the Diploma develops your understanding of practice and theories underpinning surgical education as they relate to teaching, learning, assessment, and evaluation. Many concepts and practices will be learnt through modelling and discussion. Your coursework and written assessments will consolidate your learning and, in most cases, lead to materials and skills helpful to you in your educational and work settings. In the Diploma stage you will learn about research and appraisal in educational research primarily to inform the arguments and educational decisions you make.

3. Studying for the MEd develops your understanding of educational research, in greater depth, through designing, carrying out and writing up a piece of research related to an aspect of surgical education. It is expected that previous learning during the Diploma phase will serve you in this endeavour. The process is further scaffolded during a taught week on research methods, and by completing several interim steps that facilitate progress through your research project. The project is carried out under academic supervision.

Postgraduate Diploma timeline (part-time)

An indicative, part-time student timeline for Year One is provided over page. This chart shows how the PG Diploma modules, pre-module assignments and related assessments overlap and run in parallel with each other across the academic year.

The specific deadlines for these simultaneous and interlocking patterns of study are listed in Table One (after the section on ‘Descriptions of the Modules’), and need to be accommodated in your work and personal diaries.
<table>
<thead>
<tr>
<th>Module Number &amp; Title</th>
<th>Credits: ECTS</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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<tr>
<td>Seven: Reflection for Surgical Education Project</td>
<td>7.5</td>
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<td>Six: Surgical Education Specialty Stream and Design Project</td>
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<tr>
<td>One: Policy and Context of Surgical Education</td>
<td>7.5</td>
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<tr>
<td>Two: Introduction to Learning and Teaching</td>
<td>7.5</td>
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<tr>
<td>Three: Introduction to Assessment and Appraisal</td>
<td>7.5</td>
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<tr>
<td>Four: Introduction to Simulation and Technology Enhanced Learning</td>
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<tr>
<td>Five: Theory and Practice of Learning, Teaching and Assessment</td>
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**KEY**
- Pro reading - preparation
- Taught module
- Assignment

**NOTES**
From November through to April there is simultaneous study on four modules each month: the assignment for a previously taught module, a module in the early stage, Module 7 reflection, and preparation for the M5 specialty stream and design project. This workload reduces to study on two modules by mid-May, and down to one module in July.
Master’s in Education timeline (part-time)

Having successfully completed the PG Diploma, you may progress to the next stage and study for a Master’s in Surgical Education. Module Eight is worth 30 ECTS of credit and includes a taught week on research methods preparing you for a personal, educational research project and the submission of your dissertation.

An indicative timeline for Module 8a/b, normally Year Two of part-time study, is presented below. It lists the component research tasks and indicates the time periods when these typically take place. Again, you will need to block out time for these and they need to be accommodated in your work and personal diaries.

<table>
<thead>
<tr>
<th>Module Number, Title and Activities</th>
<th>Credits: ECTS</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
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<tbody>
<tr>
<td>Eight: Research Methods and Educational Research Project</td>
<td>30</td>
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Master’s in Education timeline (full-time)

The full-time MEd programme is similar to that for the PG Diploma but includes also, the research project and dissertation element (Module 8a/b). The chart below shows how research overlaps with study on the other seven modules, and adds to an already bustling year.

Please carefully review the pattern of study, including both the timeline of the research activities on the previous page and the deadlines listed in Table One. Add these to your personal diary.

To successfully complete this demanding programme of study, you should forward plan as much as possible.
Descriptions of the Modules

Module One – Policy and Context of Surgical Education
The taught week begins with an orientation to Imperial, to the PG Diploma and MEd, to the level of work expected, and how this can be approached. Sessions by external speakers put the programme in context and highlight key issues in healthcare, social and training policy that impact on surgical education. The discipline and practice of Education are introduced as are key study skills for Master’s level study in this field. The aim is to give you an understanding of the wider background within which subsequent, more detailed study takes place.

Module Two – Introduction to Learning and Teaching
This module introduces you to a range of fundamental educational ideas, theories, principles and teaching methods. It forms the educational underpinning for the whole programme but especially Module Five - Theory and Practice of Learning, Teaching and Assessment. A range of teaching and learning approaches, widely used in medical/surgical education, are modelled, practised and their use critically examined. The design, implementation and evaluation of UG and PG teaching and learning are addressed, with respect both to scheduled training sessions and to opportunistic learning embedded within clinical practice and service provision.

Module Three – Introduction to Assessment and Appraisal
Module Three provides an overview of the purposes, debates and application of assessment within and across phases of learning and specifically within surgical education. An understanding of the range of assessment, selection and appraisal approaches available and the rationale for selecting appropriate methods serves as a major focus for the module. Matters related to design, implementation and evaluation, both in formal and work-based settings, are also addressed.

Module sessions relate assessment practice to underpinning theories of learning, and to empirical evidence of educational efficacy. Also, key concepts and principles of assessment are used to critique and evaluate different approaches to diagnostic, formative and summative assessment.

Module Four – Introduction to Simulation and Technology Enhanced Learning (TEL)
Module Four addresses specific issues relating to the use of simulation and technology (both surgical and educational), building on the foundations laid in Modules One to Three as well as introducing new areas and considerations, such as the importance of de-briefing sessions. It lays the groundwork for further study in one of the M6 Specialty Pathways.

The module aims to introduce a variety of tools and technologies to support learning and teaching in medical and surgical training/education. A combination of small group teaching methods are used, including mini-lectures, group discussion, individual and group work, practical demonstration and hands-on experience with a range of simulators, simulation approaches and learning technologies. The use of simulations and TEL is critiqued in relation to contemporary policies and practice in learning, teaching, assessment, training, design and evaluation.
Module Five – Theory and Practice of Learning, Teaching and Assessment
Module Five builds on the material covered in Modules One to Four. It consolidates and extends principles and theories and giving more consideration to the underpinning of teaching and learning approaches within a range of clinical settings (with special reference to surgery). You will encounter and critically examine concepts of expertise, craft and performance amongst others. As well as addressing these from an academic perspective, sessions with practitioners from domains outside surgery provide lenses for examining surgical practice and education.

The module aims to provide a framework for considering the teaching and learning of a range of knowledge, attitudes and skills, leading on to more detailed consideration in both Module Six and Eight, where the application of educational theory will aid you in making sense of educational problems with a view to developing justifiable solutions. A combination of teaching methods will be used; these will include lectures, group discussion, demonstration and interactive explorations with experts outside medicine.

Module Six – Surgical Education Specialty Pathway and Design Project
This module provides an opportunity to select an area of interest within surgical education (e.g. simulation, supervision and mentoring) for study at greater depth and analytic and scholarly rigour. You will undertake much of the work independently, but with the support of a supervisor. The module culminates in the design of a curriculum intervention, justified by literature and critical reflection. Pathway options for your particular cohort will be introduced early in the programme so that you may consider that of most relevance and interest to you. Options available vary each year and depend on minimum and maximum numbers to be functional.

Module Six is a substantial (15 ECTS) and key Diploma-level module, which serves several academic and developmental purposes:

1. You explore a chosen facet of surgical education in greater depth. The pathways are selected for their significance in surgical and medical education and scholarly alignment with research centres, including Imperial’s Centre for Engagement and Simulation Science in the Department of Surgery and Cancer. Two pathways are offered in the academic year 2016-17:
   - Advancing human health through simulation – Engagement and Simulation-Based Education,
   - Developing Educational Supervisors.

2. You integrate and apply to an educational design, learning from previous modules and from personal experience;
3. You take greater responsibility for understanding how to evidence their learning, and to manage their time to learn well;
4. The substantial design project and report serves as an ‘academic capstone’ for the award of a PG Diploma in Surgical Education;
5. Specialised and sustained study in a chosen pathway further prepares you to conduct research in Module Eight (deepening your understanding of paradigms relevant to surgical education), and the achievement of a Master’s Degree in Surgical Education.
The Module Six specialty pathways share common elements, such as:

- An induction into Module Six early in the programme, when students are given information to consider in choosing their specialty pathway and begin pre-module reading and activities. A key activity is for students to gain exposure to practical applications of their specialty pathway by organising an observation of activity related to their specialty choice. *(e.g. an engagement event, a simulation course at the RCS or in a local hospital)* selected by the student and negotiated with the supervisor.

- A three-day, face-to-face taught introduction to the specialty pathway: Module Six (a).

- PG Diploma-level engagement with the subject matter of their chosen pathway, with curriculum design and opportunities to engage in critical debate with opinion leaders and peers.

- A coursework presentation on the final day of the taught introduction to the speciality.

- Two supervisions, one shortly after the face-to-face module and another to review the first draft of the design project and report. The final design project report will be about 7,000 words in length and account for all of the module marks.

**Module Seven – Reflection for Surgical Education Project**

Module Seven runs across the Diploma stage of the programme, and takes the form of a reflective portfolio. You will compose individual short reflective writing pieces applying concepts learned during Modules One to Five, to your own teaching and learning experience. Reflective pieces are discussed in study groups (with an assigned tutor) and iteratively improved as your knowledge of reflective practice, practical experience in educational reading and writing, and the subject matter increases over time. The portfolio is completed by joining together the individual reflections with an overarching synthesis piece and serves to demonstrate individual learning and development over the course of the Diploma programme.

Module Seven will help you become familiar with, and systematically develop skills in, a new mode of academic writing and a more integrated and critical understanding of the domain of surgical education. In so doing, we anticipate this will aid you in developing your identities as surgeon educators. Also, sustained practice in writing critically and reflectively will help you develop your writing skills at FHEQ Level Seven, and assist those conducting educational research for an MEd award [Module Eight].

**Module Eight – Research Methods (8a) and Educational Research Project (8b)**

The MEd element of the programme is either integrated with the Diploma element for those taking the programme full-time or is initiated on a part-time basis for those who have successfully completed the Diploma and wish to further their development to Master’s level. Regardless of the mode of study, the MEd element consists solely of the 30 ECTS Module Eight (a/b). Eight (a) is a taught week with related coursework, taking place in early November. Eight (b) consists of supervised research, with interim deadlines, and the write up. Your work on this section runs from November through September of the following year with a final submission deadline of September 25.

The aim of the MEd in Surgical Education element, Module Eight (a/b), is to develop your ability to conceive of, carry out and write up a relevant piece of education research in the form of a dissertation. Module Eight (a) introduces you to qualitative research approaches
you may not have encountered previously and is an opportunity to be apprenticed into a new paradigm for research through first-hand experience, one that is enhanced by your developing knowledge in the field of surgical education. Skills cultivated through this experience should enable you to pursue scholarly activity in this domain after you have successfully completed the programme.

There are two main parts to Module Eight:

a. A taught week in research methodology and methods;
b. A supervised educational research project that culminates in the submission of an MEd dissertation.

The taught part of the module provides an overview of research methods and methodology in surgical education, and it reinforces understanding of the role and nature of research and evaluation in surgical education.

After completing the taught week, skills learnt are consolidated through practical experience finalising a research plan, obtaining necessary research ethics approval, conducting the planned research and producing a dissertation under the guidance of a supervisor.

Module Eight: Teaching and Learning Methods

This module features an initial assignment with pre-reading and drafting of initial research ideas. The taught week features a mix of teaching and learning methods including; lectures, case studies, group discussion, workshops and role-play. Several sessions during the week are devoted to development of individual research plans, including a mock research ethics committee session on the final day, where students present their draft research proposals in small groups.

Blackboard is used to support student learning, primarily providing access to teaching and learning materials. Participants also read around a selection of forthcoming topics. Reading during and after the module is key to developing a quality research proposal.

Assessment requirements

Coursework – Attendance, development, presentation and submission of a research plan are tasks that contribute to completion of the taught week (Module Eight [a]). A series of initial formative tasks also are to be completed. Please note that you are expected to observe a number of interim deadlines during the module and beyond. These are intended to promote regular progress on the project. These include submission of a complete research proposal (including an ethics application) (early-February) and a progress report (beginning of June). The proposal and progress report are reviewed by your supervisor as is the draft dissertation. Feedback provided is meant to be discussed and used to improve the quality of work.
### Table One: Taught weeks and study-assessment deadlines 2016-17

<table>
<thead>
<tr>
<th>Dates</th>
<th>Taught Weeks (Modules One to Six and Eight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 14 October 2016</td>
<td>Module One taught week.</td>
</tr>
<tr>
<td>31 Oct. – 04 Nov. 2016</td>
<td>Module Eight (a) – pre-module assignments, attendance and draft of research proposal – both for part-timers in second year of study and full-timers.</td>
</tr>
<tr>
<td>21 – 25 November 2016</td>
<td>Module Two taught week, including completion of coursework. First Staff Student Liaison Committee meeting takes place during this week.</td>
</tr>
<tr>
<td>09 – 13 January 2017</td>
<td>Module Three taught week, and completion of coursework.</td>
</tr>
<tr>
<td>20 – 24 February 2017</td>
<td>Module Four taught week, including completion of coursework. Second Staff Student Liaison Committee Meeting during this week.</td>
</tr>
<tr>
<td>27 – 31 March 2017</td>
<td>Module Five taught week and completion of coursework.</td>
</tr>
<tr>
<td>15 – 17 May 2017</td>
<td>Module Six specialty pathway and design project launches (three days only).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Study and Assessment deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 November 2016</td>
<td>Final date for submission of revised research outline for those taking Eight (a) (leading to approval and assignment of a supervisor).</td>
</tr>
<tr>
<td>11 November 2016</td>
<td>Deadline for Module One essay formative feedback activity (submit online – on Blackboard).</td>
</tr>
<tr>
<td>19 December 2016</td>
<td>Final date for submission of summative assessment for Module One.</td>
</tr>
<tr>
<td>24 Dec – 2 January 2017</td>
<td>Imperial College closed for Christmas and New Year (inclusive).</td>
</tr>
<tr>
<td>23 January 2017</td>
<td>Final date for submission of summative assessment for Module Two.</td>
</tr>
<tr>
<td>6 February 2017</td>
<td>For M8b students, this is the final date to demonstrate that you have submitted ALL relevant ethics/study approval documentation to relevant bodies.</td>
</tr>
<tr>
<td>6 March 2017</td>
<td>Final date for submission of summative assessment for Module Three.</td>
</tr>
<tr>
<td>10 April 2017</td>
<td>Final date for submission of summative assessment for Module Four.</td>
</tr>
<tr>
<td>12 – 18 April 2017</td>
<td>Imperial College closed for Easter (inclusive).</td>
</tr>
<tr>
<td>8 May 2017</td>
<td>Final date for submission of summative assessment for Module Five.</td>
</tr>
<tr>
<td>6 June 2017 (TBC)</td>
<td>Presentation of dissertation progress report (either at the Clinical Education Research Colloquium, or as a written report).</td>
</tr>
<tr>
<td>16 June 2017</td>
<td>Module Six Curriculum Design Draft including key references to supervisor.</td>
</tr>
<tr>
<td>30 June 2017</td>
<td>Final date for submission of summative assessment for Module Seven.</td>
</tr>
<tr>
<td>31 July 2017</td>
<td>Final date for submission of summative assessment for Module Six (b).</td>
</tr>
<tr>
<td>15 August 2017</td>
<td>For those completing the MEd, the final date for submission to supervisor of a dissertation draft for feedback in time to make enhancements. Each supervisee needs to negotiate with their supervisor about the timing of submission and feedback to fit around holiday and other commitments.</td>
</tr>
<tr>
<td>25 September 2017</td>
<td>Module Eight (b) deadline. Final date for submission of all summative assessment, including dissertation.</td>
</tr>
</tbody>
</table>
Programme Information

This section provides further information about the Postgraduate Diploma and Master’s in Surgical Education Programmes. It includes: key programme contacts, the programme’s intended learning outcomes, and the mapping of these to modules, teaching, supervision and assessment. Procedures for marking and determining grades and degree classes also are outlined.

Table Two – Key programme contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Position and Full Contact Details</th>
</tr>
</thead>
</table>
| Professor Roger Kneebone | Programme Co-director                     | Professor in Surgical Education  
Department of Surgery and Cancer, Imperial College London  
Contact information:  
Centre for Engagement and Simulation Science (ICCESS)  
Academic Surgery (3rd Floor), Chelsea & Westminster Hospital  
369 Fulham Road, London, SW10 9NH  
Email: r.kneebone@imperial.ac.uk www1.imperial.ac.uk/medicine/people/r.kneebone/  
Professor Kneebone can also be reached through his administrator, Mr. Duncan Boak at:  
T: +44 (0)203 315 5435  
E: D.Boak@imperial.ac.uk |
| Dr Kirsten Dalrymple  | Programme Co-director                     | Principal Teaching Fellow  
Department of Surgery and Cancer, Clinical Skills Centre, 2nd Floor  
Paterson Wing, St Marys Campus, Imperial College London, South Wharf Road, London, W2 1BL.  
c/o Susan Clark  
Email: k.dalrymple@imperial.ac.uk  
Tel: 020 3312 7931  
Fax: 020 3312 6309 |
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Position and Full Contact Details</th>
</tr>
</thead>
</table>
| Ms Susan Clark      | Postgraduate Course Administrator         | Department of Surgery and Cancer, Imperial College London  
Contact information:  
Clinical Skills Centre, 2nd Floor, Room 8, Paterson Wing, St Marys Campus  
Imperial College London, South Wharf Road, London, W2 1BL  
Tel: 020 3312 7931  
Fax: 020 3312 6309  
Email: s.clark@imperial.ac.uk |
| Professor Sue Smith | Module Three Co-ordinator                 | Professor in Medical Education  
Director of Admissions, Equality and Diversity  
Director, Medical Education Research Unit (MERU)  
Faculty of Medicine  
Imperial College London  
Email: s.smith@imperial.ac.uk |
| Ms Tamzin Cuming    | Module Four Co-ordinator                  | Consultant Colorectal Surgeon, Homerton University Hospital  
tzcuming@gmail.com |
| Dr John Launer      | Module Six Specialty Pathway Co-coordinator | Associate Dean for Multi-professional Faculty Development, Health Education England, Honorary Consultant in General Practice and Primary Care, Tavistock and Portman NHS Foundation Trust.  
johnlauner@aol.com |
| Dr. Athina Belsi    | Personal Tutor to M.Ed. students           | Senior Teaching Fellow  
Section of Biosurgery & Surgical Technology, Department of Surgery and Cancer, Faculty of Medicine  
Clinical Skills Centre, 2nd Floor, Paterson Wing, St Marys Campus  
10th Floor QEQM Wing  
St Mary's Hospital, etc.  
Email: a.belsi@imperial.ac.uk |
| Professor Linda de Cossart | External Examiner                       | Director of Medical Education,  
Honorary Consultant Surgeon- Countess of Chester Hospital NHS Foundation Trust; CBE;  
Honorary Lecturer, University of Liverpool;  
Visiting Professor Department of Postgraduate Education for Medicine, Dentistry and Inter-professional Care in the Faculty of Health and Social Care, University of Chester. |
You will meet many other teachers during the programme. They have been asked to make sure they introduce themselves and to let you know how you can contact them in case of need.

Several staff members from the Educational Development Unit will take part in teaching and supervision. You can find contact details and further information about EDU staff at: http://www.imperial.ac.uk/staff/educational-development/about-us/.

## Intended learning outcomes

The programme modules contribute towards student achievement of a number of broad learning outcomes. Individual modules have their own intended learning outcomes, emphasising the area under study and mapping to varying degrees to the programme outcomes.

By the end of the Diploma in Surgical Education, you should be better able to:

1. Evaluate and critique contemporary surgical education with regard to: stakeholder interests, emerging policies, institutional structures and responsibilities, and educational frameworks and practices.
2. Critically reflect on, and articulate arguments about, ethical aspects of surgical education and its contribution to the well-being of patients, carers, learners, trainers and fellow professionals.
3. Demonstrate appropriate practical skills in learning, teaching, training and assessment, including the design and evaluation of training sessions, courses and curricula.
4. Critically appraise the use of a range of learning technologies and simulation approaches both within, and about, surgical education.
5. Reflect upon, critique and develop arguments about their own, and others’, educational practice.
7. Design creative and innovative solutions to problems in contemporary surgical education.
8. Engage with, and contribute to, high-level oral and written discourse about surgical education.
9. Enrich surgical education both by drawing upon, and contributing to, other fields of education and domains of practice.

Those of you studying for the MEd, either part-time or full-time, should be better able to achieve the Diploma learning outcomes (1-9) and also to:

10. Apply a range of research methods and relevant approaches to investigating and analysing aspects of surgical education.
11. Plan, secure appropriate approvals, implement and write-up a surgical education research project.

The programme learning outcomes (LOs) are in five categories:

- **LOs 1-2**: knowledge: context and ethics; skills: reflecting, evaluating, arguing and writing;
- **LOs 3-5**: practice: own awareness, knowledge and skills;
- **LO 6**: embracing theory in reflective and critical practice;
- **LOs 7-9**: future roles as educational innovators, brokers, ‘entrepreneurs’ and leaders;
- **LOs 10-11**: research and practice (MEd only)

Table Three shows the programme learning outcomes most strongly developed in the respective modules.
Table Three – Mapping of programme learning outcomes to modules

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcome</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6*</th>
<th>Module 7</th>
<th>Module 8**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate and critique contemporary surgical education with regard to: stakeholder interests, emerging policies, institutional structures and responsibilities, and educational frameworks and practices.</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>2. Critically reflect on, and articulate arguments about, ethical aspects of surgical education and its contribution to the well-being of patients, carers, learners, trainers and fellow professionals.</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>3. Demonstrate appropriate practical skills in learning, teaching, training and assessment, including the design and evaluation of training sessions, courses and curricula.</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>4. Critically appraise the use of a range of learning technologies and simulation approaches both within, and about, surgical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>5. Reflect upon, critique and develop arguments about their own, and others’, educational practice.</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>7. Design creative and innovative solutions to problems in contemporary surgical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>8. Engage with, and contribute to, high-level oral and written discourse about surgical education.</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
<td>Strong</td>
</tr>
<tr>
<td>9. Enrich surgical education both by drawing upon, and contributing to, other fields of education and domains of practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
</tr>
<tr>
<td>10. Apply a range of research methods and relevant approaches to investigating and analysing aspects of surgical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
</tr>
<tr>
<td>11. Plan, secure appropriate approvals, implement and write-up a surgical education research project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong</td>
</tr>
</tbody>
</table>

* Learning outcomes common to all pathways are shown. Specific pathways also contribute to particular learning outcomes (LOs), for instance, the supervision pathway fosters LO #6.

** The learning outcomes likely to be common to all research projects are shown. Specific research projects, *e.g.* on simulation, also may address Learning Outcomes #3 and #4.
**Teaching and supervision**

Study for most of the programme’s modules is based on preparatory work, a taught week in London, and subsequent work towards a summatively assessed assignment.

There is a taught week for each of Modules One to Five, a taught three-day launch for Module Six, and a taught week for Module Eight. The teaching for Module Seven is integrated into Modules One to Six.

**Teaching on modules**

Teaching typically starts later on the first day of each module and ends earlier on the last day. On normal module days, teaching may occur for all or part of an approximately eight-hour day, normally with an hour break for lunch around 12.30 and short mid-morning and afternoon breaks. In most modules there will be some ‘gaps’ in teaching to enable you to carry out private study, visit the Library, or book in appointments with programme personnel. The lengths of periods of teaching given over to one topic may vary from one to four hours. Each module will be taught by a variety of tutors. Most of the teaching will take place at St Mary’s, in the Clinical Skills Centre and teaching rooms in the Medical School. You will receive a detailed timetable for each module that will indicate exact timings, venue, topic and tutor.

It is especially important that sessions start on time. We therefore urge you to allow sufficient journey time to ensure that you arrive promptly. Late arrivals are disruptive and distracting for others.

Every tutor has his/her own style and some topics lend themselves to one approach rather than another; you should not expect uniformity in teaching. Some sessions may operate as formal lectures and others as discursive, open-ended group discussions in which your participation and involvement is not only invited but expected. The aim of the programme is that internal tutors make some form of notes/PowerPoint for each session available in advance in Blackboard so that you can decide if you want to print out a paper copy of the notes – in a few instances tutors may not want participants to have notes in advance or during a session; in these cases the tutor will make them available afterwards. Sessions may include some or all of the following: information giving and processing, consideration of ideas, carrying out of tasks and practice. Discussion, use of case studies, scenarios, and context-based questions will also be used.

Attendance on many modules will include periods of time where you are carrying out or completing coursework (e.g. giving a short assessed talk), working individually or in small groups.

**Supervision**

You will have supervision for a few of your summative Module assessments, Module Six, Module Seven, and for those completing the MEd, Module 8. The most involved supervision is for the dissertation project, a process detailed in a separately provided section on Research Planning. For Modules 6 and 7 however you should expect your assigned tutor to review and provide feedback to you on preliminary work for your summative assignment.

In the case of the dissertation research project [Module 8a/b], supervision is more involved. Normally, students can pursue a dissertation topic of their choice, refining this in discussion with an appropriate supervisor and having it considered by at least one other member of the programme team before the go-ahead is given for the research to continue. The programme organisers manage the process of research topic and supervisor selection/allocation. The primary responsibility of your assigned dissertation supervisor is to guide you...
and provide you with feedback on all areas related to the production of the dissertation. This advice encompasses the process of refining your research topic and methods, gaining ethical approval (as well as insurance and sponsorship, where relevant), collecting and analysing your data and writing up of your dissertation. It is also worth highlighting that your supervisor will normally be expected to serve as lead or co-investigator on your ethics approval application. As such, you must ensure that your supervisor has accepted your ethics approval application prior to its submission.

A supervisor’s style will vary as will the type of experience and expertise he/she possesses. To gain the most from working with a supervisor, you should initiate and negotiate mutually agreeable meeting times and prepare thoroughly for these meetings allowing your supervisor adequate time to review and provide feedback on your work. Though supervisory relationships are based on a partnership, the roles and responsibilities of student and supervisor are distinct. On balance the ideas generated, judgments made, and work completed for the dissertation should emanate from you.

Teaching venues
Most teaching takes place on the St. Mary’s Hospital Campus, adjacent to London’s Paddington Station (see plan).

To a lesser extent, we run sessions in the Chelsea and Westminster Hospital, and on the College’s South Kensington Campus. Plans and location maps of these, and other Imperial College campuses, are available online: [http://www.imperial.ac.uk/visit/campuses/](http://www.imperial.ac.uk/visit/campuses/).

On rare occasions, we make trips outside of Imperial College to venues where joint teaching takes place with external academics and professionals. You will be informed about external venues in the respective module outlines and timetables.
Assessment

Assessment is an integral part of the learning cycle. Completion of assessment should help to reinforce and clarify learning, as well as demonstrate the quality of that learning. From the perspective of learning, full benefit is unlikely to be derived from a module until some reflection and assessment has taken place, because assessment often has a formative element that contributes to understanding and knowledge. The Diploma and MEd assessment takes a variety of forms, balancing issues of reliability, feasibility, fairness, variety and validity, within the constraints of University regulations.

More detailed information about assessment formats and requirements will accompany the individual module outlines you will be sent as the programme progresses.

Summative assessment

For Modules One to Five and Seven, summative assessment will normally take the form of a substantial piece of continuous writing in an essay or report format. This may be supplemented by other materials/media. The MEd has no examinations. Each module of the MEd has its own outline (produced by the module co-ordinator and issued before or at the start of the module) that gives guidance and instruction about the format, nature, question and length of what is required for summative assessment. Each module has its own deadline for submission of summative assessment, normally some two to three months after completion of the module – see section on deadlines. The word count for the student authored summative submission for Modules One to Five and Seven will not exceed 4,000 words and may be less depending upon what else is required.

Typically a word count range will be given and you will be expected to achieve a count within that range.

Typically, the student-written element for Modules One to Five and Seven requires demonstration of knowledge of relevant literature and evidence, critique, application and use of theory, concepts and evidence and the demonstration of sound and reasoned judgement. Summative assignments may also require critique and reflection on one’s own practices. They may also require planning or production of a policy, curriculum or piece of teaching with a reasoned and reflective critique for the choices made. The prose will be expected to conform to an academic style and include full referencing and acknowledgements – see later section.

The summative assessment for Module Six will depend on the pathway taken but normally takes the form of a curriculum design that has a scholarly justification.

The summative assessment for Module Eight takes the form of an interim progress report and the final dissertation. The dissertation is the culmination of a period of some six (or more) months of work, constituting a large component of the degree. The dissertation is the write-up of your research project and should be 15,000-20,000 words long. Detailed guidance about dissertation requirements, writing and formatting will be given when the taught component of Module Eight is taken; some outline points are included in another section.

All summative assessment (essays and dissertation) is double marked (marked by two people), using explicit criteria and a mark sheet system, and with the second marker being ‘blind’ to the mark of the first. Qualitative feedback on work submitted to deadline for Modules One to Five will be given to participants within a reasonable timescale, and prior to subsequent assessment deadlines. Although a specific
mark will not be given, an indication of the likely grade range will be provided. These are indicative ranges only, and may undergo revision based on any moderation needed at Examination Board. Irrespective of the nature of this feedback, the assessment, normally, cannot be revised or re-submitted at this stage and will go forward to the Examination Board in the Autumn Term. The feedback may assist participants in the preparation of their next summative essay assessment. The final grade for each module, including the summative assessment component, will be released by Registry after external examining has taken place.

In order to allow time for your assignment to be marked and feedback given, it is essential that work be submitted by the stated deadline.

When you submit summative work remember to include detail about module and title, your CID (Imperial identification number) only (not your name) and the word count of the piece. You should receive a receipt/acknowledgement - please follow-up if you do not receive one. Always keep a complete copy of work you submit in case of any loss. All work should be submitted via Blackboard. Handwritten submissions will not be accepted.

Coursework

Coursework is integrated into most of the taught weeks and contributes to the modules. The coursework may take various forms including formative review tests, group work (oral and written), individual work (oral and written) and demonstration of skills. Presentation of coursework typically takes place on the Friday of the taught week.

Coursework is pass-fail and does not contribute to the overall marks. Coursework will be double marked where this is appropriate and feasible (but, for example, coursework such as an electronically administered formative test would be 'machine' marked). Peer marking may also take place. The module outline produced by the module co-ordinator and issued before or at the start of the module will give guidance about what is required.

Module Eight (a) culminates in presentation and submission of a research proposal from each participant that together form a ‘hurdle’ for the module. Attendance and completion of both of these items constitutes completion of Module Eight (a). These need to be completed but do not generate a counting grade or mark. Their importance lies in the foundation that they provide for your dissertation. They are likely to be the basis for discussion at a meeting with your supervisor, after which you can finalise your research plan. Proposals which are inappropriate or contain inadequate detail may be deemed to need further work before the research project proper can commence [Module Eight (b)]. Module Eight (b) also includes a required dissertation progress report that is treated as assessed coursework worth 10% of the module mark.

Vivas

Following standard Imperial practice, Vivas form part of the range of assessments approved for the MEd. Although Vivas are not routinely employed in the MEd, students whose marks fall on a borderline between grades may be required to defend their dissertation and other work viva voce.

Marking, grades and degree classification

Summative assessment and the dissertation are blind double marked (in the sense of one marker not knowing the mark of the other – see above), but anonymous marking will not always be possible, as the unique context of each participant will render authors identifiable to
some markers. The MEd seeks to ensure fairness, transparency and reliability by numerous means, including having a range of markers summatively assess each candidate (through marking on different modules). The MEd also uses mark sheets and grade criteria, made known to students in this Handbook. Coursework marking adopts safeguards which are feasible in the specific circumstances.

The grading rubric (Table Four) describes the broad level of achievement represented by each criterion for each grade level. These are irrespective of particular emphasis within modules, demonstration of the specific learning outcomes for each module or the particular type of assessment used. Mark sheets will be distributed with the module outlines.

### Table Four – MEd SE Dissertation/Summative Assessment Grading Rubric (continued over page)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ungraded: 0-39% (Fail)</th>
<th>Grade D: 40-49% (Fail)</th>
<th>Grade C: 50-59%</th>
<th>Grade B: 60-69%</th>
<th>Grade A: 70-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding &amp; Relevance</td>
<td>Presents very little evidence of, or misunderstandings of, main knowledge, concepts, theories, issues policy, ideas and practice relevant to the study; makes very few or no connections between them.</td>
<td>Presents limited evidence of, or flawed understandings of, main knowledge, concepts, theories, issues policy, ideas and practice relevant to the study; makes few or simple connections between them.</td>
<td>Presents modest grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the study and makes some relevant connections between them.</td>
<td>Presents a good grasp of main knowledge, concepts, theories, policy (when applicable), ideas and practice relevant to the study; makes salient connections between them.</td>
<td>Presents an excellent grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the study; and makes interesting and/or compelling connections between them.</td>
</tr>
<tr>
<td>Integration &amp; Application</td>
<td>Demonstrates very little evidence of having read, or integrated, central texts and research findings; scarcely relates these to the study.</td>
<td>Demonstrates a limited, fragmented knowledge of the literature and research findings; presents few and/or limited applications of these to the study.</td>
<td>Demonstrates a modest, partially integrated knowledge of the basic literature and research findings; presents some modest applications of these to the study.</td>
<td>Demonstrates a well-integrated knowledge of the basic literature and research findings; presents pertinent applications of these to the study.</td>
<td>Demonstrates an excellent, well-integrated knowledge of the basic literature and research findings; presents convincing applications of these to the study.</td>
</tr>
<tr>
<td>Critical use of literature</td>
<td>Demonstrates very little or no awareness of differing viewpoints, and of relations between them.</td>
<td>Demonstrates limited awareness of differing viewpoints, and of relations between them;</td>
<td>Demonstrates modest awareness of differing viewpoints, and of relations between them.</td>
<td>Demonstrates awareness of differing viewpoints, and of relations between them. Is familiar with main texts and findings; presents some critique but is not incisive.</td>
<td>Demonstrates excellent awareness of differing viewpoints, and of relations between them. Is widely read, and is critically incisive.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Ungraded: 0-39% (Fail)</td>
<td>Grade D: 40-49% (Fail)</td>
<td>Grade C: 50-59%</td>
<td>Grade B: 60-69%</td>
<td>Grade A: 70-100%</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Independence</td>
<td>Demonstrates very little or no independence of thought; accepts as given ideas and findings from the educational literature and research.</td>
<td>Demonstrates little independence of thought; accepts without question most ideas and findings from the educational literature and research.</td>
<td>Demonstrates modest independence of thought; questions some ideas and findings from the literature and research; shows an ability to generate practical solutions.</td>
<td>Demonstrates independence of thought; challenges ideas and findings from the literature and research; shows an ability to generate robust solutions.</td>
<td>Demonstrates independence of thought and argument; challenges ideas and findings from the literature and research; is creative, innovative &amp; goal-oriented.</td>
</tr>
<tr>
<td>Reflection and evaluation</td>
<td>Presents very little or no evidence of reflection and evaluation of own and others' scholarly practices.</td>
<td>Presents little evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents modest and/or unclear evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents clear evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents strong evidence of complex, insightful reflection and penetrating evaluation of own and others' teaching practices.</td>
</tr>
<tr>
<td>Critical and structured argumentation</td>
<td>Submits work with very little or no structure; develops few or no arguments, presented arguments are flawed not sustained or are mutually contradictory; presents very little or no discussion of the work.</td>
<td>Submits work with little structure; develops weak arguments, and/or the arguments are not followed through; presents little discussion of the work as a whole.</td>
<td>Submits work with an adequate structure; develops and sustains some modest arguments; presents some discussion of the work as a whole.</td>
<td>Submits clearly structured work; develops clear and sound arguments with some defence but limited evidence of creativity; presents a substantive discussion of the work as a whole.</td>
<td>Presents rigorously structured work; provides lucid, cogent and sophisticated arguments that are well substantiated, defended and sustained; presents a thorough and critical account of the work as a whole.</td>
</tr>
<tr>
<td>Technical accuracy of presentation</td>
<td>Considerable error in level of technical accuracy in written work</td>
<td>Some errors in level of technical accuracy in written work</td>
<td>An acceptable, if fairly basic, level of technical accuracy in written work</td>
<td>Considerable accuracy and correctness in technical presentation in written work</td>
<td>Very few flaws in accuracy and correctness in technical presentation in written work</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Makes very little, or inappropriate, use of research and analytical methods; very poor write-up and organisation, makes it difficult for readers to discover what was done and found in the study.</td>
<td>Makes limited use of research and analytical methods; poor write-up and organisation; makes it difficult for readers to judge the quality and value of what was done and found in the study.</td>
<td>Makes use, without major errors, of standard research and analytical methods; adequate write-up and organisation; makes it possible for readers to evaluate the quality and value of the study.</td>
<td>Makes good use of appropriate research and analytical methods; competent write-up with good organisation; makes it easy for readers to evaluate the quality and value of the study.</td>
<td>Makes excellent use of well-chosen research and analytical methods; comprehensive write-up with meticulous organisation; convinces readers of the high quality and/or value of the study.</td>
</tr>
</tbody>
</table>

| Applicable for dissertation work only  | Makes very little, or inappropriate, use of research and analytical methods; very poor write-up and organisation, makes it difficult for readers to discover what was done and found in the study. | Makes limited use of research and analytical methods; poor write-up and organisation; makes it difficult for readers to judge the quality and value of what was done and found in the study. | Makes use, without major errors, of standard research and analytical methods; adequate write-up and organisation; makes it possible for readers to evaluate the quality and value of the study. | Makes good use of appropriate research and analytical methods; competent write-up with good organisation; makes it easy for readers to evaluate the quality and value of the study. | Makes excellent use of well-chosen research and analytical methods; comprehensive write-up with meticulous organisation; convinces readers of the high quality and/or value of the study. |
Requirements for programme completion

A number of requirements must be met in order to achieve the programme awards. This section summarises these requirements as they relate to credit completion, length of study, attendance, academic conduct, assessment standards, grades and degree classification.

Credit completion
Sixty credits (ECTS) worth of study and assessment from approved modules for the Postgraduate Diploma must be successfully completed. Ninety credits (ECTS) worth of study and assessment from approved modules for the Master’s must be successfully completed.

Duration of study
Part time students normally complete by 25th September of their second academic year of study. Full time students normally complete by 25th September in their first year of study. Completion within these time periods is the expectation; extension beyond these timescales is discretionary, is not guaranteed and may incur extra financial outlay. Thus, in exceptional circumstances permission to interrupt studies can be discussed with the programme organisers and then applied for to Registry. On resumption of studies the normal period for completion can be extended. Interruptions of study, and other arrangements outside the normal period of study and examination, are detailed later in this document (see Imperial College Registry and Students Regulations, p42). Full-time students who wish to change their registration to Part-time status may do so in exceptional circumstances and in discussion with the programme organisers. Changes to registration status may incur additional fees.

Attendance
Full attendance at taught sessions and booked meetings with tutors is the expectation. If this cannot happen for any good reason, including sickness, attendance at 70% of taught sessions for each module is normally the minimum expectation. Attendance will be recorded by means of a sign-in sheet at teaching sessions and occasional monitoring by tutors. Any anticipated absence of any length should be discussed with the programme administrator, Susan Clark, the module coordinator and the programme organiser. Any unanticipated absence (such as sickness) should be notified to the programme administrator immediately.

Because some coursework will be undertaken and completed during the week-long periods of attendance, you will need to be especially careful to check the assessment requirements for each module. Discuss the implications of any planned or unplanned absence with the module coordinator and programme organisers. If, for whatever reason, you have been unable to meet the attendance expectations, it is imperative to discuss this immediately with the programme organisers. If a whole or significant part of a module is missed due to extenuating circumstances in the first year of part-time study may be able to be taken in the following year. A poor attendance record is a factor that is taken into account in the event of any borderline assessment decisions.

Please note that the College and its Faculties are required by the UK Border Agency to ensure that all registered students are in attendance. The MEd SE is expected to comply with Departmental policies around attendance requirements.
Completion of assessment

All required assessment MUST be completed within the given timescales. According to current College policy, late submissions will be considered, by default, a first-attempt fail unless acceptable mitigating circumstances are demonstrated. You will encounter three types of assessment: summative module assessment (normally in the form of an extended piece of writing), coursework (various formats) and the dissertation. Criteria, requirements and deadlines, as well as penalties for not meeting requirements, are set out fully in other sections of this document and in the individual module outlines. Additionally, Vivas may be used at the discretion of the examiners.

Ensuring you meet deadlines and requirements

Master’s level study is challenging and time consuming. For busy professionals such as yourselves, it will be important that you plan your time accordingly and pay careful attention to the requirements for assignments. If you need guidance on assignment requirements, in particular, please contact the module organiser for clarification. You should also contact the course organiser and/or module organiser if you find you are encountering serious problems keeping to deadlines. Where serious and independently corroborated mitigating circumstances are involved (e.g. serious illness or bereavement), reasonable accommodations can be discussed and agreed to. Below is a link to the College procedures around mitigating circumstances, including the form to complete should you need to complete this process.

workspace.imperial.ac.uk/registry/Public/Exams/MitigatingCircumstancesPolicyProcedures-Feb%202014.pdf

However, where there are no mitigating circumstances, the course organisers, in keeping with College regulations have the right to impose penalties for any late work (i.e. coursework, essays, dissertation) or work that does not meet the stated requirements of the assignment as follows:

College regulations around late work

* **Full time students**: Late work will receive a mark of zero and represents a first-attempt fail. A second attempt submission deadline must be agreed, and the mark will be capped at a bare pass.

* **Part-time students**: A default penalty of zero applies for late work. This penalty can be reduced, at the discretion of the course organiser. In the case of the MEd SE, a 5% penalty will be levied for late work, with an additional 5% penalty for every additional week past the deadline. At one month past the deadline, the work will not be marked and will be recorded as a fail.

imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment

Word count deviation

A 5% penalty will be levied for work above that stated word count range. Every additional 10% above the maximum word count will incur 5% penalties. If the work is 50% above the set word limit, it will not be marked and will be recorded as a fail.
Upholding scholarly conduct

Just as ethical conduct is the foundation of clinical practice and the basis on which trust in healthcare professions is based, upholding key values of academia ultimately strengthens the trust in the knowledge that emerges from scholarly enterprise. This section addresses matters related to such scholarly conduct including: Plagiarism, Plagiarism Detection Services, Scientific Misconduct, Ethical Permission, and Intellectual Property.

Plagiarism and scientific and ethical misconduct are reprehensible and will not be condoned. Severe action may be taken against proven perpetrators. However, it is our belief that few people wilfully plagiarise or seek to deceive. It is important that you understand what constitutes a problem or offence.

We will have opportunities to learn about referencing practice during Module One from the campus Librarians and via the now compulsory online Plagiarism Awareness course provided by the Graduate School for Master’s students. The course can be accessed through: www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/online/

Plagiarism can be simply defined as:

‘taking someone else’s thoughts and writings and presenting them as your own.’ (Baillie, cited in ‘Learning to Learn, Imperial College London, page 43, 2005-6 edition).

It is passing someone else’s work off as your own, be it their ideas or exact words, and be they those of fellow students, colleagues, anonymous web authors, famous researchers or one of your own past assignments. Plagiarism is most normally avoided by placing words that are not your own in quote marks and referencing the source; even if exact words are not used, the source of ideas originating with others, or which closely paraphrase the work of others must be acknowledged through accurate and sufficient referencing.

You have access to an on-line information literacy guide provided by the Library that provides much more advice about these elements. Please see: www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/masters-students/. The Library seeks to educate participants about what plagiarism is and how to avoid it and about other related topics. You are strongly encouraged to take the time to use it. Other advice from the Library can be found at: www3.imperial.ac.uk/library/subjectsandsupport/plagiarism/pgtaught

Work that is submitted electronically via Blackboard is submitted to the plagiarism detection service Turn-It-In. You will be allowed to submit a draft to Turn-It-In prior to the deadline so that you may review and revise your work in light of Turn-It-In feedback (called an Originality Report) before final submission. The final Turn-It-In Originality Report will be interpreted by markers and any remarkable findings fed back to students. College policy will be followed where plagiarism is concerned. It should be noted that the College takes a very hard line around plagiarism. Post-graduate students are held to an especially high standard because of their experience in academia and the workplace. For more information please see the website: www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/plagiarism-academic-integrity--exam-offences/ [last accessed 25th September 2016].

Scientific misconduct most usually arises when data are invented or falsified or research is carried out under false or unethical premises. All these types of actions must obviously be avoided. Care will need to be taken in planning research projects involving people. Not least
because of the time it can take to obtain ethical waiver or clearance, it is imperative to take this issue seriously; the time involved in obtaining ethical permission is part of the reason why you are asked to consider your research plans as early as the summer of the first year for part-time students. Obtaining ethical consent for work is the responsibility of students.

Imperial issues guidance on intellectual property and authorship that are intended to inform you of your rights and responsibilities in publishing any research you complete as an Imperial student. The guidance is shown in the final section and page of this handbook.

Module grades and degree classes

Marks and grades for each module are collated, as necessary, to produce one grade for each of the seven required components of the Diploma degree (i.e. the six taught components, and the reflective portfolio). Those taking the MEd have a final marked component (Module Eight) consisting of the progress report and dissertation write up. The scale shown in Table Five is used in module marking.

Table Five – Module grades and percentages

<table>
<thead>
<tr>
<th>Module Grades</th>
<th>Percentage equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70-100%</td>
</tr>
<tr>
<td>B</td>
<td>60-69%</td>
</tr>
<tr>
<td>C</td>
<td>50-59%</td>
</tr>
<tr>
<td>D</td>
<td>40-49%</td>
</tr>
<tr>
<td>Ungraded</td>
<td>0-39%</td>
</tr>
</tbody>
</table>

Normally, failure of only one module between 40%-50% (Modules One to Five only) would be condooned for the Diploma award, if the aggregate for the programme component was over 50%. Failure of Modules Six & Seven will not be condoned regardless of aggregate marks for the component.

The overall degree classification is calculated as shown in Table Six. The degree classification information was derived from IC Registry Examination Regulations for Taught Master’s- Marking Schemes- Section10) [Last accessed 15 September 2015].

Table Six – Degree classes and methods of calculation

<table>
<thead>
<tr>
<th>Degree class</th>
<th>Method of calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A distinction may be awarded when a candidate has achieved an aggregate mark of 70% or greater across the entire programme AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.</td>
</tr>
<tr>
<td>Merit</td>
<td>A merit may be awarded when a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.</td>
</tr>
<tr>
<td>Pass</td>
<td>All elements of the course must be passed, with the aggregate pass mark being set at 50%. Compensation for marks of individual components within elements is acceptable as long as no mark below 40% is accepted as a condoned failing mark.</td>
</tr>
<tr>
<td>Fail</td>
<td>Any grade combination worse than that required for a pass</td>
</tr>
</tbody>
</table>

Where no mitigating circumstances are present, candidates whose work has been failed on first attempt at the Exam Board will normally only be credited with a bare pass on re-entry to the examination. Normally candidates re-entering the exam are not eligible for a merit or distinction of their degree.
In summary

The pass-fail coursework for each module has its own deadline, normally falling while the module is still being taught. Summative assessment for each module should be submitted within the 2-3 month deadlines outlined in an earlier section. The dissertation is due on 25th September the year of registration for full-time students and in the second year of registration for part-time students. All late submissions must be agreed, before the submission date, with the course organisers and may incur marking penalties. Normally, any work not submitted by 25th September will be recorded as a Fail.

Programme evaluation

The role of students in programme development and evaluation

We welcome your suggestions about how the programme can be improved. We want to hear what you think about all aspects of the Diploma – MEd. There are many ways in which you can make your views known, these include:

* Informal feedback to the programme and module organisers and to all other staff associated with the programme
* Completing a standard evaluation form for each module, and sometimes for each day or session via Qualtrics, the College’s online survey provider.
* Discussing your thoughts with the student representatives, so that they can carry them to the staff student liaison meeting (SSLC)
* Having them voiced by student representatives at the SSLC.

We shall make every effort to be responsive, within the confines of Master’s regulations.

We believe programme development best occurs in a culture that is open to suggestions and discussion and in which the reasons for actions and decisions are made transparent. We positively encourage every participant to feel it is part of their responsibility to contribute to developing the programme and enhancing the student experience by taking part in programme evaluation. We will make every effort to feedback to student representatives and the student body changes that have been initiated as a result of discussions in the SSLC or elsewhere.

Please also see earlier for other information about how you can make observations and suggestions about developing the programme. We welcome these. There is a normal structure for this based around standard evaluation, student representatives, the staff student liaison committee and informal feedback to staff.

Programme representatives

Every College programme has one or more student representative who can make the views of students heard and act as a conduit between staff and students. On a programme with a lot of part time students, this role is doubly important and difficult. We fully recognise the difficulty of part-time students in keeping in touch and liaising with each other and the programme staff. One of the main functions of the student representative is to come to the SSLC; we welcome alternates, as necessary, to ensure the student voice is heard.
Staff Student Liaison Committee (SSLC)

The SSLC is a normal part of College arrangements for quality assurance of programmes. The committee consists of student and staff representatives and may be chaired by a student member; it is serviced by the programme administrator. The SSLC meets regularly to discuss programme matters, including suggestions for introducing changes both major and minor. Module evaluation outcomes and the biannual report all form part of the agenda. We seek to arrange these meetings at convenient times; they will be held during module teaching blocks whenever possible. SSLC representatives are also encouraged to raise important issues outside regular meetings as needed.

Summary of QA methods

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- The Management Board for the Diploma - MEd SE.
- Annual review of modules by team based on feedback questionnaires.
- Biennial Programme Report prepared by programme leader(s) and considered by the Staff-Student Liaison Committee and the relevant department and Graduate Schools Committees
- Staff-Student Liaison Committee consideration of results from feedback questionnaires, the programme report and other matters arising
- Biennial staff appraisal
- Participation of tutors in Imperial’s peer observation arrangements
- External Examiner system and Examination Board
- Compliance with Imperial College London quality assurance requirements

Committees with responsibility for monitoring and evaluating quality and standards

- Programme /module team meetings
- Staff-Student Liaison Committee
- Diploma - MEd Management Board
- Board of Examiners
- Departmental (PG) Teaching Committee
- Graduate Schools Postgraduate Quality Committee

Complaints and appeals

Matters that cannot be resolved within the programme team should normally be taken to the Divisional Director of Postgraduate Studies via Susan Farrell (please see Key Contact information section). If your concerns still cannot be resolved they can be referred upwards. To see how the development and quality assurance processes dovetail with student support, read the section on Personal/Pastoral and Academic Support.
Pastoral and Academic Support

All programme personnel will endeavour to respond promptly to matters you raise. We all use e-mail as our main initial means of contact and ‘Out of Office’ messages when we are actually absent for a lengthy period time. If you receive an ‘Out of Office’ message, then please contact an alternative member of the programme staff. Please also contact an alternative member of the team if your matter is urgent and you have not heard back from your first contact for any reason – we all receive several tens of e-mails every day, some people work part-time, are clinicians etc., so do please make reasonable allowance for this.

Remember all day-to-day queries, for example about dates, absences, deadlines, requirements, or summative assessment submission, should be directed towards the programme administrator by e-mail. These will be dealt with directly or passed on to the appropriate person. However, please remember this handbook has many of the answers to this type of query! For other matters please read on.

Roles and responsibilities

This section indicates the types of things (by way of roles and responsibilities) that students can expect from the programme personnel and what the programme team expect from students.

Programme organisers

- Have oversight of the quality and arrangements for the whole programme
- Write an annual Student Handbook
- Deal in a fair and timely manner with student queries, concerns, difficulties and complaints
- Take into account student views about how the programme might be enhanced
- Liaise with the external examiner as needed
- Liaise with Registry and the Graduate School as needed
- Act as the admissions tutors for the programme
- Keep in touch with the programme team, and attend Staff Student Liaison Committee meetings and the Programme Management Board
- Ensure the programme is evaluated
- Produce programme reports
- Take a lead in programme development

Module coordinators

- Have oversight of the quality and arrangements for each module and arrange its teaching and assessment
- Produce an outline of the module for which they are responsible, to include learning outcomes for the module, indication of the assessment requirements, a module timetable, and a short reading list that covers some key topics
- Ensure their module is taught according to stated purposes and the outline
- Set the module assessment and ensure arrangements for this are satisfactory
* Act in a timely manner as markers for assessment associated with the module
* Ensure the module content and outcomes articulate well with programme goals
* Ensure the module is evaluated by means of a standard questionnaire that may be supplemented to cover topics relevant to the module
* Take into account student views about how the module might be enhanced
* Endeavour to attend any programme team meetings and the Staff Student Liaison Committee and the Programme Management Board
* Take a lead in module development as appropriate
* Contribute to programme development

**Departmental postgraduate taught course administrator**

* Provides high level admin input to the programme
* Contributes to developing the organisational and administrative structure of the programme
* Deputises for the programme organisers when necessary
* Is the first point of contact for student queries and difficulties, responding in a timely manner, and referring these elsewhere when necessary
* Is the main message conduit between tutors and the students on the programme
* Makes appointments for students with their personal tutor or the programme organisers
* Contributes to producing, collating and distributing programme information, including the student handbook, module information and resources for teaching sessions, including photocopying and/or uploading it to Blackboard
* Liaises with tutors to assist with the smooth running of sessions

* Issues receipts when summative work is received
* Keeps accurate records, including of attendance, assessment and evaluation.
* Produces agendas, papers and minutes for programme meetings

**‘Internal tutors’, i.e. those teaching sessions**

* Provide, where applicable, in advance for uploading into Blackboard a PowerPoint or lecture note on each session, including session objectives, further reading and notes on the topic
* Introduce themselves to students and provide contact information
* Arrive for teaching well prepared and in a timely manner
* Respond to session specific student queries and questions
* Participate in assessment as necessary
* Contribute to module/programme development

**Personal (pastoral) tutor**

* Be available during module blocks for short, booked appointments
* Respond as quickly as possible if contacted outside module periods
* Act in the best interest of students
* Maintain confidentiality unless a student gives permission to the contrary
* Contribute to the programme team as needed and the Staff Student Liaison Committee and Programme Management Board

**Supervisors**

* Discuss and advise about suitability, scope, research questions, literature searches, methods, analysis and writing up for the research project
* Review and advise on applications for ethical approval of research project
Read and comment on a draft of the dissertation, if submitted in a timely manner (as arranged)
Provide timely responses and feedback to students on queries and drafts
Are available to their supervisees for at least three meetings, to include one near the start of the project and one near the end.
Mark dissertations

Students
- Take responsibility for own study and success, including deciding whether or not to print out notes from Blackboard, choice of options module and dissertation project etc.
- Make arrangements and sacrifices/find the time to put the necessary effort into their studies
- Attend and contribute to the taught sessions
- Undertake private study
- Complete assessment requirements
- Conduct a research project
- Keep to deadlines for assessment and other matters
- Realise they play a part in the experience of everyone involved with the programme. Students have responsibility towards the learning of other students and are expected to participate fully in class and group activity, or in study groups. Everyone is expected to treat one another, tutors, administrators and external speakers with respect and professional courtesy.
- Use devices (telephones, tablets, computers) responsibly during face to face and online sessions
- Are responsible for conducting research and other MEd work ethically. They are to seek ethical approval for their research proposal with oversight from their supervisor
- Act and apply criteria impartially if called upon to peer assess their colleagues
- Ensure they have ready access from home base, i.e. off campus, to an internet capable computer. This will be needed for word processing assessments, Blackboard access and assignment submissions.
- Notify promptly any absences, other disruptions to study or any relevant change in circumstances, and ensure they appreciate these may have implications for assessment and completion
- Keep to deadlines and submit information (including any changes in contact details) in a timely manner
- Participate in formal module and programme evaluation and contribute to discussion about module and programme development
- Consider taking on the role of student representative
- Are responsible for ensuring their fees are paid and that they are registered on the programme.
Your Personal tutor

Your year group has a single named personal tutor – see Key Contacts. The personal tutor is there for you to use as needed about matters that you do not wish to take to module or programme organisers and for any pastoral matter that may be troubling you. In practice pastoral matters will often have an impact on academic performance, but a confidential discussion of the pastoral matter may point to ways of dealing with its impact on academic matters. The personal tutor may be able to offer the advice you need or may suggest you seek support elsewhere in the College or beyond.

The types of things you might discuss with your personal tutor could include; difficulties in coping with workload; changes in personal/work family circumstances that are having an impact on your work; concerns that you may be about to fail a particular module; problems with other people associated with the programme; problems with studying etc. See your personal tutor as your first port of call if you have any issues or problems you wish to share that cannot be resolved by other simple, direct means. If you are willing for your tutor to share your issue or problem with others this may often aid resolution.

Your personal tutor will make the effort to offer a session during each module, at a time when you do not have teaching. The tutor is available for short, bookable appointments. The session/s when these can be booked will be indicated on module timetables. Please make bookings in advance through the programme administrator. When you need to discuss a matter that cannot wait for the next module, e-mail will often be the best means of contacting your personal tutor.

Programme organisers

Either Roger Kneebone or Kirsten Dalrymple will also be available for short bookable appointments during modules. Again, please arrange with the programme administrator. You may of course raise any matter that you wish. If you need to discuss matters much more related to academic aspects, for example aspects of specialty pathway module choice or early ideas for a research project that could not be considered in a class session, these would be better discussed with Roger or Kirsten than your personal tutor.

Occasionally your personal tutor or the programme organisers may be proactive in raising something with you.

Disability matters

We encourage students with any form of disability to disclose it to the programme organisers and/or personal tutor as early as possible and discuss with us what support is available. We also encourage you to inform or let us inform all staff associated with the programme. In this way everyone can endeavour to ensure that we take any additional anticipatory action that may be needed to make reasonable adjustments to assist your study. For example, if you are dyslexic we could encourage/arrange automatically for large font printing or printing on a particular colour of paper. The best way of finding out about College-wide support for students with a disability is to contact your local Disabilities Liaison Officer or the College Disabilities Officer – for contact information see the section on Faculty and College Contacts. The College also asks that we include the following information in your Student Handbook regarding its support for students with disabilities, specific learning difficulties or long-term health issues:
At Imperial College we recognise that studying at university can be a challenge, especially if you have a disability. We are keen that you have every opportunity to fulfil your potential and graduate with the degree you deserve. It is therefore important that you let us know about any disability, specific learning difficulty or health problem as soon as possible so that we can give expert advice and support to enable you to do this.

Some people never think of themselves as having a disability, but students who have experienced any of the issues listed below have found that a little extra help and support has made all the difference to their study experience.

- Specific learning difficulties (such as dyslexia, dyspraxia, AD[HD])
- Autistic spectrum disorder (such as Asperger’s)
- Deafness or hearing difficulties
- Long term mental health difficulties (such as chronic anxiety, bipolar disorder, depression)
- Medical conditions (such as epilepsy, arthritis, diabetes, Crohn’s disease)
- Physical disabilities or mobility impairments
- Visual difficulties

Where to find help

Your Disability Liaison Officer (DLO) Dr Michael McGarvey.
(m.mcgarvey@imperial.ac.uk, Variety Wing Floor D, Room 3, St Mary’s Campus, Norfolk Place, London W2 1PG, Tel: 020 7594 9035)

Michael is your first point of contact within your department and is there to help you with arranging any support within the department that you need. The DLO is also the person who will apply for Special Examination arrangements on your behalf. You need to contact him without delay if you think that you may need extra time or other adjustments for your examinations.

http://www3.imperial.ac.uk/registry/exams/specialexamarrangements

Disability Advisory Service:
http://www3.imperial.ac.uk/disabilityadvisoryservice

The Disability Advisory Service works with individual students no matter what their disability to ensure that they have the support they need. We can also help if you think that you may have an unrecognised study problem such as dyslexia. Our service is both confidential (information about you is only passed on to other people in the university with your agreement) and individual in that any support is tailored to what you need.

Some of the sorts of things we can help with are:

- Being an advocate on your behalf with others in the College such as your departmental liaison officer senior tutor or exams officer, the accommodation office or the estates department
- Checking that your evidence of disability is appropriate and up-to-date
- Arranging a diagnostic assessment for specific learning difficulties
- Help with applying to the College for the cost of an assessment
- Help with your application for the Disabled Students Allowance (DSA) see below
- Helping students not eligible for the Disabled Students Allowance in obtaining support from other sources
- Help with arranging extra Library support
- Supporting applications for continuing accommodation for your second or later years.
Disabled Students Allowance:  
http://www3.imperial.ac.uk/disabilityadvisoryservice/supportforstudents/dassupport

Students who are home for fees and who have a disability can apply for a grant called the Disabled Students Allowance which can pay any extra costs that are a direct result of disability. This fund is not means-tested and is also a grant not a loan so any home student with a disability can apply and will not be expected to pay it back. Remember students with unseen disabilities such as mental health difficulties, dyslexic type difficulties or long term health problems are also eligible for this fund.


General study support

The College has produced a study and learning guide specifically tailored to Master's students. You can find the online version at:  
www.imperial.ac.uk/students/success-guide/pgt/. There are sessions within early modules that address particular aspects, such as using the Library, Blackboard, academic and reflective writing.

This handbook also contains considerable advice about making the most of your studies, particularly in the section on ‘Learning and Study’. There are also College-wide services - see section on Faculty and College Contacts to assist you in your study. The Graduate School, in particular, offers free-of-charge study skills courses to Imperial PG students. Their offerings are found at:  
www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/

Problems and complaints

Please see for information about how you can make observations and suggestions about developing the programme. We welcome these. There is a normal structure for this based around standard evaluation, student representatives, the staff student liaison committee and informal feedback to staff.

Please try first of all to raise problems and complaints directly with the most obvious person in a position to respond to the particular matter. If you do not wish to do this, or if there is still a problem, then any matter can be raised with the programme organisers or, if you do not wish to discuss it with them, with your personal tutor, and/or your student representative. In the event that something cannot be resolved within the programme team, then please approach other College staff, using the contact list in Faculty and College Contacts section, starting with the Postgraduate Education Manager and then the Divisional Director of Postgraduate Studies.

Other College services

These are mentioned in the Faculty and College Contacts table, with a summary of what they offer. Do look at this list and make use of the services as needed, either after discussion with programme personnel or on your own initiative.
Imperial College Registry and Students Regulations

The MEd SE follows College-wide regulations with respect to all academic matters. Where permitted by College, we develop guidance specific to the needs of the course and its students. The course specific guidance is detailed here and throughout this document. College regulations for all students and specifically for Postgraduate Taught Master's can be found by going to the Registry website at: www3.imperial.ac.uk/registry/proceduresandregulations/regulations

The College has key requirements that must be followed with respect to registration, attendance, coursework, assessment, marking, degree classification, etc. Following these requirements affords students a better chance at progression and completion of the course. It likewise allows teaching and administrative resources to be used effectively.

Importantly, students must attend the course and complete its work within specified periods of time and to a specific standard. Where a student cannot meet these stated requirements due to acceptable, verifiable and agreed upon ‘mitigating’ circumstances that are made in advance, provisions can be made. Every student will be given full consideration on the individual merits of his/her case.

As a guide, the College defines mitigating circumstances as pregnancy/childbirth, serious personal illness, or bereavement of a close family member. In addition, other personal circumstance may be deemed as sufficient by the course organisers but these are limited, not guaranteed, and must be discussed in advance of sessions and well in advance of deadlines.

While we cannot be exhaustive in defining personal circumstances, generally speaking, normal and predictable activities surrounding your work and commensurate with your level of training/seniority are not considered sufficient reason to interrupt studies or seek extensions or deferrals. Interviewing, moving house, studying for exams, being busy at work, as examples, are not normally considered sufficient circumstances. Generally speaking, we do not recommend you undertake additional commitments that require large chunks of your time while you are registered on the course.

In cases where a candidate’s circumstances are deemed sufficient and these would prevent him/her from attending modules or making significant and timely progress on the dissertation, the course organisers will likely recommend the candidate request an Interruption of Studies (IOS) for a specified period of time. Where a candidate with acceptable circumstances does not require additional teaching/supervision and only requires a short period of time to complete work an extension or deferral, as appropriate, can be requested.

An IOS officially stops your study at the College and allows you to recommence at an agreed upon time (usually one year). An IOS will only be given during the academic year, cannot normally exceed a total of two years, and is subject to the programme director and registry approval. Interruptions of studies will not be given once the student has completed the one-year (full time) or two-year (part time) registration. Depending on the circumstances, students who interrupt will also be encouraged to submit any outstanding assignments prior to re-registry, using the original questions given to their cohort. Students returning from IOS are responsible for registering onto the course by the registration deadline. Students who do not meet the deadline run the risk of College withdrawing them from the course.
Where we do not agree to the circumstances presented, or these are not presented in a timely manner, the candidate who does not attend required modules and/or does not submit required work, will be recommended as a first attempt fail at the relevant Examination Board. The candidate has the right to re-enter the required work on one additional occasion at the subsequent Examination Board. Marks and degree classification can be capped at a ‘pass’ in these circumstances. Make-up module attendance and re-sitting examinations may entail additional fees. Students also have the right to appeal Exam Board decisions provided they do so within one month of being notified of their results.

All official communication from Registry is via your College email address. As stressed earlier in this document, you are responsible for using your College email for this and other course communication.

Registry manages a wide range of advice and guidance on academic matters, including other procedures and regulations not discussed above. Their web site can be consulted whenever you have questions about academic matters.

www3.imperial.ac.uk/registry/proceduresandregulations

The following links direct you to key regulatory information for Taught Master’s Degrees at Imperial.

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<tr>
<th>Regulations for the award of taught Master’s degrees, Postgraduate Diplomas and Postgraduate Certificates, Imperial College London, Academic regulations</th>
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<td>workspace.imperial.ac.uk/registry/Public/Regulations/2014-15/Academic%20Regulations/Taught%20Master%27s,%20PG%20Diplomas%20and%20PG%20Certificates.pdf</td>
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<td>workspace.imperial.ac.uk/registry/Public/Regulations/2014-15/Academic%20Regulations/General%20Regulations.pdf</td>
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Guide to Master’s Level Learning & Study

General principles

As a Master’s level course, most of the work for the Diploma and MEd, programme will be done in your own time. Overall, the teaching input takes less time than the time you will need to put into study. It follows that the programme responsibilities are shared between tutors and participants.

Key aims of the programme are to develop your knowledge and understanding in the field; to extend your ability to evaluate and to form your own interpretations and views in a discriminating and evidenced fashion; to enhance practice; and to acquire understanding of the paradigms and norms of education and training, including the nature of research in these areas. This amounts to seeking to develop your capacities for critical self-awareness and reflection, and critique of policy, practice and theory, thereby being able to make a positive contribution to the field of surgical education.

Throughout the programme you will be encouraged to grapple with problems, either by yourself or in groups with other students. This style of teaching puts more responsibility onto you, and it makes it more demanding, but past experience has shown that students welcome the opportunities for independent and interactive learning that much of the programme is built around.

How much work?

It is hard to give guidelines. Technically speaking a Master’s degree is worth 90 ECTS units, with each credit nominally allocated 25 hours. This accounting approach includes: teaching weeks, coursework, pre-module reading/assignments, reading, essay writing, and carrying out and writing up your research project. Altogether this represents 2250 hours over one year for full-time students and over two years for part-time students (roughly speaking that’s a ‘full-time’ or ‘part-time’ job respectively). This may seem a huge figure but keep in mind the amount of work will depend upon your baseline starting knowledge and experience; whether you do the minimum or you wish to seize the opportunity to explore some areas in greater depth; how quick a worker you are and so on. You will all have preferences for study patterns that suit your inclinations and working lives. Some will prefer to work very long hours over a few concentrated periods, others to do an hour of work most days. During teaching blocks you can also expect to have to work a few hours each day outside of timetabled hours. All students should think carefully about assuming additional, large-scale, commitments on top of the Master’s work.

Organising and planning your study

The key is not to let work build up and to be sure of hitting deadlines. Set yourself intermediate deadlines and try to keep reading going on a regular basis. Use the deadlines to pace your work. It is especially important to submit module assignments on time, as you will incur penalties for late submission (provided there are no mitigating circumstances) and will create a backlog of work for yourself and others who need to mark and/or provide you feedback.
When you get to the stage of planning your research projects, please also take into consideration that the ethics approval processes require that you submit and keep track of numerous documents that have to be considered by various individuals. They will not work to your timetable. You need to work to theirs.

**Taking responsibility and seizing the initiative**

We use a variety of teaching methods. These are intended to stimulate your interest in the topics and your motivation towards your learning. It is your learning, your ideas, your perspectives and your particular combination of reflection, knowledge and action that are important. This programme is your programme. Make it your programme. See us as resources to help you with your interests, concerns and problems. Take part in events going on in the College, Department, and city to enhance your learning experiences.

We look to you to become active in your own learning. You will achieve this in a variety of ways, e.g.:

- Devising a timetable of work for yourself to include target dates for different assignments and elements of your programme;
- Choosing carefully an option module that meets your needs and fits your schedule;
- Ensuring that the dissertation topic is one in which you have a particular interest, will meet the dissertation requirements and is doable in the time you have available;
- Forming a reading or learning group (set) with other participants (try to tackle together key texts and/or to comment on each other’s draft or formative essays), meet face to face when on campus and liaise electronically (e.g. through Blackboard) when off campus;
- Getting used to exploiting the library;
- Preparing or following-up carefully for each module, by working through the reading provided or meeting any other set task;
- Making a contribution to each session.

In other words, our conception of ‘curriculum’ is not something we do to you or devise entirely for you. It is a partnership between your efforts and ours. In the end, you frame your curriculum, exploiting all the resources available to you.

**Group work**

There are several reasons why we use group work as a teaching and learning method:

- It gives individual students the opportunity of articulating their thoughts in a situation which many find more comfortable than the whole class in which to express a point of view;
- It makes use of the time available in class by providing learning tasks, so that you get as much out of the session as possible;
- It provides you with an opportunity of drawing on your own professional experience, and of allowing you to share that experience with other students;
- It also allows you to share the results of your reading and other academic work with your fellow participants;
- It provides a context in which you try out and explore your understanding and get feedback on this from peers and tutors.
- It models a range of practice which you might consider drawing into your own teaching with more skill and confidence.

Depending on the activity in hand, there may be various specific tasks to be performed, and you should be prepared to undertake your share of them; some of these may be required parts of your coursework.
Some groups might want someone to act as a kind of chairperson; groups might be asked to report to the whole class, and you might be asked to act a rapporteur, summarising the key points of your group’s discussion; or groups might be expected to reproduce their ideas on a poster, and you might be asked to speak the group’s views.

Group work will put more responsibility on you both before and during the session, for your contribution will be vital to the group’s effectiveness.

**Discussion in class**

One good reason for using group work is that it offers a means of marshalling ideas and exposing them to the views of other students. The ability to sustain an argument orally as well as in writing is an important capacity that Master’s students should acquire. Engaging with others in a structured, rational and evidenced conversation to advance our collective understanding is also behind this teaching strategy. See it also as an opportunity that you seldom have to try your hand at speaking in the company of your peers and in which the way you say things does not have to be perfect.

Participating in class is one of the components of the partnership and ‘agreement’ we have with each other. Imagine what it would be like if no one said anything. We have, therefore, a responsibility towards each other to make a contribution.

An excellent way to test the validity of your ideas is to expose them to the views and knowledge of your peers. But this also places a responsibility on everyone else in the class or group, firstly to provide the conditions of quiet and respect so that the speaker has a hearing; secondly, to listen attentively to what is being said; thirdly, to weigh it up, and form one’s own response; and lastly, to offer a spoken response if one is in a position to help the discussion go forward. So while another member of the group is speaking this is not the moment to lose your concentration; on the contrary, it is a demanding time, requiring all your intellectual efforts. Groups and individuals in them need to set their own rules and boundaries so that everyone can speak and contribute.

**Lectures**

You will encounter a few long lectures and many ‘mini-lectures’ or expositions by tutors. You will also have a few outside speakers, some very eminent in their field, giving ‘star lectures’. We use this latter mode to convey large ideas, important information, personal enthusiasm and expertise, to give an overview, to summarise main points, to provoke debate and so on. This offers an opportunity to observe many different teaching and lecturing styles at close quarters. Many such sessions will be interactive, needing your participation; in others the tutor may wish to be more formal and complete their piece before inviting questions. Whichever mode is adopted you need to think how you will turn it to your learning advantage. Has past experience shown that to engage with the material you really do need to be taking your own notes? Do you do this in a tried and tested manner or should you branch out into concept mapping or electronic notes? Or is your preferred way of learning, to listen and engage mentally? For all sessions, tutors/speakers should provide some form of note, electronically or in hard copy in advance, at the time or later; internal tutors will normally have posted their presentation in Blackboard in advance, so that you can decide if you want to print it out. Consider using a teaching free period to convene a study group to tease out the main ideas and messages from each session.
The MEd uses a web-based Virtual Learning Environment called Blackboard, often abbreviated to ‘Bb’, that’s provided by Imperial College London.

A Virtual Learning Environment (VLE) is a password-protected intranet that has a number of tools to support learning and teaching. Blackboard is a central part of teaching, learning, studying and communicating on the MEd You will be introduced to Blackboard during the first module and we will encourage you to familiarise yourselves with it before you leave the campus. When you are logged into Blackboard you will be able to:

* View important dates and deadlines
* View online or download an electronic version of this handbook
* Download relevant information and resources, including module outlines and teaching session notes
* Post messages to other students on the discussion board
* Read messages from the programme administrator on the discussion board
* Access other electronic resources and websites
* Submit summative assessments via Turn-it-In on Blackboard,

Access PILOT – an information literacy programme for researchers.

If the programme administrator posts an important message in Blackboard she will also send an email message instructing you to log into Blackboard. At other times, however, messages and materials will not be accompanied by an email alert. This means that you need to get into the habit of regularly logging onto Blackboard to check anything that is new. You will wish/need to check out Blackboard to look at reading lists, teaching notes etc., but you could also, for example, form and participate in virtual (electronic) learning sets to gain group support and momentum for your learning.

Because you will have access through Blackboard to a great deal of information, including teaching notes, we will only provide paper copies of some non-standard materials. The choice of whether or not to print a hard copy from Blackboard (either before or after the teaching) will be up to you. You will need to work out your own preferred mode of study and of keeping and annotating notes. Using Blackboard it is possible to study in a more ‘paperless’ mode if this is what you prefer.

One of your key tasks between Module One and Two is to test out your home access to Blackboard and to navigate around it to find and read the information already there.

**Reading**

For this programme, your own reading is absolutely crucial to the progress you make. It is through reading and thinking about what you read that you will develop at Master’s level. It is through your use of reading that your summative writing and your research project will gain the necessary rigour and soundness. We will be looking for evidence of wide and critical reading in your summative assignments. It is particularly important to undertake ‘foundation’ reading at the start of the programme so that you become familiar with the landscape of education as it relates to surgery.

**The Library and the literature**

Many of you will want to use the Faculty of Medicine Library at St Mary’s. You should find most of the titles you want in the Library. If it does not stock a title in which you are interested, let us know, so that we can consider putting in a request.
When justified, the library is often able to procure resources relatively quickly. Occasionally titles you want may be in libraries on other campuses and can be requested for a small fee. Different categories of books can be borrowed for differing periods, and some are for Library use only. Check term and out-of-term opening hours via the Library website. Many journals and some textbooks are available on line – see below. Some of you will also have access to a good library in your hospital; others of you may know a good public library, which has a record of at least ordering and acquiring titles quickly for you. Do use all the library resources available to you.

The Library staff are extremely helpful. The Library (electronic and geographical) has good facilities for conducting literature searches. The Library provides access to much material on line that you can access from anywhere over the web, using your own log in and password. Ensure that you follow up from your Library induction during Module One and that you have full registration and access to these electronic resources.

Once registered you will be able to access on-line several key medical education journals, and many others:

* Academic Medicine
* Medical Education
* Advances in Health Sciences Education
* Clinical Teacher
* Medical Teacher

The University of Ottawa provides a more comprehensive list of journals that also publish work related to medical education [www.med.uottawa.ca/aime/eng/journals.html](http://www.med.uottawa.ca/aime/eng/journals.html)

You should get in the habit of looking at what has been recently published. Tutors will suggest further reading, but these suggestions are necessarily limited and may not pick up your exact areas of interest; also new journal papers will come out after the reading list was prepared.

Try to take advantage of material that you come across or see referred to in your professional work. Keep a look out for any relevant reports.

**Note-taking from the literature and building bibliographies**

You will need to devise some method of keeping notes and accurate details of your reading. You should start straight away, seeking to evolve a method appropriate to your interests and learning style.

Whatever system you use, you will want to devise a means of rapidly accessing your notes at any time in the future. For this purpose, you might wish to file your notes alphabetically by title, or by author, or by key topics that appeal to you. Card files are a traditional, convenient way of making notes. They enable you to file your material so that you can quickly locate an item. They also encourage you to keep your notes brief and to the point. Many of you, however, will choose to use an electronic bibliographic tool that will save much time, e.g. for inserting references into your summative work as you write. The tools most widely used at Imperial are ‘Reference Manager’ and ‘EndNote’. Effective use of these will save you enormous amounts of time when writing M.Ed. assignments, and particularly when writing your dissertation. We strongly recommend that you become familiar with one of these programs and what it can offer. The Library runs courses about their use.
Referencing

Right from the start, you should get into the habit of making a full reference of all material you come across in your reading, so that you can cite it in any work you produce.

Different styles of referencing are used, and you will encounter these during your reading. For your own work we firmly recommend the Harvard style of referencing, as follows:

For books:
Or for edited volumes:
Peyton, JWR (Ed) (1998) *Teaching and Learning in Medical Practice*; Manticore, Rickmansworth
And chapters in them:

Or for articles:

From these examples you can see that you need to record the following in your notes or bibliographic program: surname of author plus initials; date of publication; title of publication; title of book in which it appears (if it’s a chapter in a book); title of journal (if a journal article); volume/edition/page numbers (if a journal article); publisher and publisher’s location (if a book). Not every item you encounter will fall into this format, particularly reports and bulletins issued by national or international agencies, but these examples will enable you to ensure that you have a record in your notes of the key reference information. For web references, you must indicate the URL and when you last accessed it.

Every item that appears in your bibliography should be cited in your text (and vice versa). Direct quotes must be shown as such in the text and referenced, key theories and any paraphrasing of the work of others must also be similarly acknowledged and referenced. Ensure that quoting is done absolutely accurately (even to the extent of repeating syntactical errors). The way to do this in the Harvard system is simply to put the author’s surname and year of publication in brackets at an appropriate point in your text, normally at the end of the sentence before the full stop, like this (Stephens, 1990). When using quotations, page numbers should be given; mark references a, b, c etc. where the same author has various titles from the same year.

Items in your bibliography should be listed alphabetically. Reference Manager, EndNote and similar programmes will simplify this process by ensuring consistency.

If you are used to a different system of referencing you may use it, as long as you are consistent and thorough. However, the use of ibid. and similarly archaic formats is to be avoided. Footnotes should only be used on the rarest of occasions. Inaccurate referencing and the use of archaic systems will have an impact on marks for summative work.

If you would like further guidance, Anglia Ruskin University offers a useful and comprehensive online guide to the Harvard System of referencing found at: libweb.anglia.ac.uk/referencing/harvard.htm [Last accessed Sept 25, 2016]
Writing Effectively

Many of these points will be familiar to your and will seem to be a statement of the obvious. Nevertheless, we hope you find these notes a helpful reminder.

Planning and Strategy

Before you begin to write an essay, report or dissertation, start reading and collecting notes on relevant texts and class sessions. Use reading lists and bibliographic searches to identify what you need to read.

For summative module work, start by identifying all aspects of your topic that you can think of. You will then need to plan an exposition, argument or story, in line with your title. You will also need to consider how you are going to give information to the reader and how you are going to discuss it (i.e. analyse, critique, conclude or reflect upon it). This is a dynamic process and you may need to discard certain aspects of your earlier thoughts, or to refine them so that they can fit into your developing theme/s.

After you have identified what you want to say in relation to your topic and your specific title, develop a structure for your piece of work. This should incorporate the sequencing of the points you wish to make so that each section of your argument/discussion is coherent and flows logically from one point to the next. Ordering your points in this way will enable you to develop a plan for your essay or report, providing a clear sequence of paragraphs. A traditional outline or a mindmap can be a helpful means to develop a structure.

Summative Writing

For your summative module work, the question you tackle may dictate the format of the writing. But it will generally be useful to bear the following components in mind:

- An introduction in which you identify the topic and present your point of view, the structure of the piece and/or the thesis or main idea of the paper.
- A description of the problem, context or relevance of the subject matter
- A short critiquing literature survey of points of view on the topic, as background to the topic, issue or problem in question.
- A clear structure to and development of your discussion. Frequent and brief subheadings are very helpful.
- A progressive character to your discussion, all the time having an eye to your central theme(s) to ensure that there is a continual thread running through your piece.
- Evidence to support your idea or thesis.
- Acknowledgement of opposing points of view and their differences from your view.
- A conclusion that summarises your main arguments, restates your position or points to further work.

Your writing needs to be clear, coherent, as comprehensive as possible, relevant to the topic or issue in question and consistently argued. Remember that you are writing for others so that clarity is essential, as well as appropriate use of academic conventions. It is important that your point of view comes across, not as opinion but as a justified judgement or reasoned argument, and that you show awareness of the relevant literature, appropriate evidence and analysis (see the grade criteria in the assessment section).
The way you present your ideas will determine the way they are received. You need to take utmost care with sentence construction and paragraph formation, and with grammar, punctuation and spelling. Number the pages. Use your word processor’s spell check! Do keep asking yourself: have I made my intended meaning precisely clear? Is what I have said ambiguous in any way? Is the evidence or reasoning for this assertion watertight? Does this word express exactly what I am trying to convey?

Tutors in their assessments of written work are looking for evidence of analytical ability, wide reading, logical organisation of material, and facility in the selection and justification of relevant material. They will be seeking evidence of originality and independence of thought (appropriately supported). And they will wish to see evidence of criticality in the way you discuss the published work you cite. The best essays will demonstrate clear understanding of the subject, logical argument covering most aspects of the topic, a definite but soundly-based point of view and clear conclusions drawn from an argument or case you have made.

Do not forget elementary matters like sentence and paragraph length. In general, keep control of your writing, so that the point of your sentences or paragraphs is transparent. If sentences cover several lines or you have fewer than two paragraph breaks to a page, alarm bells should begin to ring. Make sure you pay attention to word count (you can access this on most word processing programmes, for example through the ‘Tools’ menu) and record this at the end of summative work (you should not include your references in the count). Excessive deviations (anything much more than + 10% from stipulated word count) will be taken into account in the grade awarded.

Remember that good presentation and clear layout can help the clarity of your work. Work must be word processed (and have CID, module, ‘essay’ title, word count and page numbering clearly displayed).

Avoid:

* Colloquialisms
* Bald assertions. Deploy evidence or reasoned argument to back up your claims. Justify every claim you make. A claim may even be in the form of a word. For example, to say that ‘Smith recognised that …’ implies that you believe that what Smith ‘recognised’ is in fact the case. Unless you have further evidence up your sleeve to justify your faith in Smith, a better formulation would be ‘Smith believed that …’.
* Watch out for the way in which you use the term ‘the’. Avoid categorical expressions like ‘the quality issue’ or ‘the fact that’: such a usage pretends to a certainty, definiteness and a consensus that is not available to you. (Try ‘one issue of quality is …’; ‘there is a view that …’, ‘… is due in part to …’).
* A simple reference by name only to another writer is acceptable if you are drawing attention to his/her general style. However, if you are relying in any way on a specific idea of a writer or a definite claim or recommendation in a report or piece of evidence, then you should provide a specific reference, quoting absolutely accurately from the original. Provide the precise reference, including page or paragraph number(s).

Consider the following:

* Help the reader (in this case often a member of academic staff). If you are writing about a matter of professional policy or practice, you are likely to know more about the issue/local context you are writing about than your reader. Spell things out carefully. Do not make any
assumptions about prior knowledge of matters of fact on the part of the reader.

* Academic writing should be transparent. That is to say, all the facts, evidence and reasons supporting the story you are making should be contained in the work itself. Aim for complete self-sufficiency.
* The quality of your work hinges on the substance of your discussion.
* Your points must be backed up by evidence or reasons. The more you supply, the stronger your argument. Aim to go beyond describing what is or has been the case, by providing an explanation, as you see things. Try to draw in, analyse and synthesise key concepts. Be prepared critically to evaluate familiar terms, policies and ideas. Do not take ideas for granted, even if everyone else currently seems to be in a consensus on an issue.
* Your argument will gain strength if you show that (i) you recognise counter-claims which might be made to the points you are making; (ii) you can in turn counter with further reasons or evidence those possible counter-claims. In this way, your essay/dissertation becomes a way of entering an ongoing public conversation and making your own distinctive but rational point of view. In this way, too, you demonstrate your ability to be reflective and self-critical in your thinking and reasoning.
* In developing your work, in marshalling your evidence or in building your argument, you will want to refer to other writers or reports. Where you are quoting, do not just throw a quotation at the reader but make its purpose absolutely clear. What do you want the reader to gain from the quotation? Is it evidence? If so, what information or point are you trying to add to your story by using the quotation? Or is it, perhaps, a point of view with which you agree? If so, why do you agree? If your view differs, on what basis do you disagree? Use direct quotation sparingly.

* One of the aims of this programme is to help you form links between ideas and professional practice or policy. Try, therefore, to back up your general ideas or theoretical statements by giving specific examples, drawn from professional life or institutional organisation or educational policies. Correspondingly, if you are describing a set of activities or arrangements or policies, stand back and give the reader a way of understanding or conceptualising what you are describing. Link up your concrete observations with relevant concepts and ideas.
* Conclude with a brief summary or, even better, a set of conclusions. A summary draws out the key points you have made. Conclusions should derive logically from what you said. In either case, they should tell a coherent story.
* If you have been writing about a matter of professional practice or policy, you may wish to offer a set of recommendations which could be implemented.
* Lastly, try to enjoy your writing: writing can be fun. If you are getting pleasure from it, there is a good chance your reader will as well.
Creating a learning community

Why is it important? Programme participants are not just a collection of individuals; together, they can become an active learning community (Lave and Wenger, 1991). In recent years, education theory has emphasised this social aspect of learning. It can be seen to be important for a number of reasons:

* Professional life is now seen to be in need of effective collaboration and sharing and good team work is seen as an important feature of good management;
* Working with others builds shared understanding and enhances what most individuals will experience by themselves;
* Interpersonal skills necessary for effective teamwork are not easily learnt from formal teaching. More important is direct personal experience of working in groups;
* The concept of the reflective practitioner (Schön, 1987) is now seen as an important part of professional life and development towards this can be enhanced by peers helping each other to gain a deeper self-knowledge;
* Much important learning is now seen to be less to do with adding on information transmitted through texts and lectures and more to do with a difficult process of personal and intellectual change, a process of giving up as well as taking up. This more emotional side of learning is often enhanced by personal relationships with fellow participants.
* If peer group activity becomes an important part of the programme it can give a sense of control, responsibility and ownership
* Finally, coping with a Master’s programme – whether full-time or part-time on top of a busy professional life – is extremely demanding. Participants can support and encourage each other in many valuable ways, so making the programme experience more enjoyable and learning and assessment tasks more manageable.

There is also a wider community of practice beyond this MEd of those interested in the academic, practical and research aspects of surgical education. One good way of getting in touch with this wider group is to join the main British learned society for medical education: the Association for the Study of Medical Education (ASME) www.asme.org.uk/. ASME holds an annual education conference in the UK and membership includes subscription to both ‘Medical Education’ and ‘Clinical Teacher’. Other relevant groups include:

* The Association for Medical Education in Europe (AMEE) holds an annual conference in Europe and membership includes subscription to ‘Medical Teacher’. www.amee.org/home
* The Association for Surgical Education (ASE) is the leading specialist organisation in North America, and holds an annual conference in the USA or Canada. It publishes educational work in the American Journal of Surgery.
* The Royal College of Surgeons of England is taking an increasing role in surgical education in the UK, with an annual conference held in London.

References


Guidance on writing and publishing

Students will often publish their research in academic journals. The following statement is designed to inform students about their rights and responsibilities in publishing:

**Intellectual property**

It is unusual for students to own the IP developed during their research, as it will invariably fall under one of the categories set out below in the College’s IP statement:

Where students generate IP in the course of their study or research they will own that IP in their own right unless one of the following applies:

i. they hold a sponsored studentship under which the sponsor has a claim on the arising IP; or
ii. they participate in a research programme wherein the arising IP is committed to the sponsor of the research; or
iii. they generate IP which builds upon existing IP generated by, or is jointly invented with College Employees or Associates; or
iv. they are, or have the status of, College Employee (in which case they are treated by College and the law as employees).

In situations (iii) and (iv) above, students will be required to assign that IP to College, and in respect of revenue generated by that IP, the student will be treated on the same basis as College Employees under the Reward to Inventors Scheme.

**Publication of research**

To avoid confusion, students should consult their supervisor before submitting any manuscript for publication, even if they believe themselves to own the IP; premature or misleading publication of data could hinder patent applications or damage the College’s reputation.

**Authorship rules**

Irrespective of IP ownership, all journal articles must adhere to The Vancouver Protocol, the internationally-recognised standard for determining authorship. It states that in order to be credited as an author, each author must have been involved in all three of the:

1. Conception and design, or analysis and interpretation of data;
2. Drafting the article or revising it critically for important intellectual content;
3. Final approval of the version to be published.

Where the IP is owned by the College or supervisor, the supervisor must be given the opportunity to contribute under points 2 and 3. Sole authorship by a student will be highly unusual.

Where College rules are broken, the incident will be investigated under research misconduct rules as detailed at [http://www3.imperial.ac.uk/secretariat/governance/charterandstatutes/d17](http://www3.imperial.ac.uk/secretariat/governance/charterandstatutes/d17)

By undertaking a research project within the College, you are agreeing to adhere to its publication policy. Where you are in any doubt, speak to your supervisor first. If you cannot resolve matters in this way, please contact your DPS via the Department’s PG Administrator.