

Programme Information		
Programme Title	Programme Code	HECoS Code
Postgraduate Diploma in Surgical Education	A3B2D2.1	100267

Award	Length of Study	Mode of Study	Entry Point(s)	Total Credits	
				ECTS	CATS
PG Certificate -Online	12 months	Part-Time	N/A	30	60
PG Diploma -Online	24 months	Part-Time	Annually in October	60	120

All students must apply to and register for the Diploma award. Students may exit with a PG Certificate. Normally, students are not able to transfer registration from the Postgraduate Diploma (Online) to the Postgraduate Diploma (Blended).

Ownership			
Awarding Institution	Imperial College London	Faculty	Medicine
Teaching Institution	Imperial College London	Department	Surgery and Cancer
Associateship	N/A	Main Location(s) of Study	Online

External Reference	
Relevant <a href="#">QAA Benchmark Statement(s)</a> and/or other external reference points	<a href="#">Master's Degrees in Medicine</a> , Academy of Medical Educators Professional Standards Framework, Faculty of Surgical Trainers – Royal College of Surgeons Edinburgh
<a href="#">FHEQ Level</a>	<a href="#">Level 7</a>
<a href="#">EHEA Level</a>	<a href="#">2nd Cycle</a>

External Accrerator(s) (if applicable)			
External Accrerator 1:	This programme is not externally accredited to enable greater flexibility. It cross-references learning outcomes and assessments to the Academy of Medical Educator's Professional Standards Frameworks (AoME). AoME PSF underpins RCSEd Faculty of Surgical Trainers and GMC standards.		
Accreditation received:	N/A	Accreditation renewal:	N/A

Collaborative Provision			
Collaborative partner	Collaboration type	Agreement effective date	Agreement expiry date

Royal College of Surgeons Edinburgh – Faculty of Surgical Trainers	Module	Pending approval	
<b>Specification Details</b>			
Programme Lead		Kirsten Dalrymple, Roger Kneebone	
Student cohorts covered by specification		2021-22 entry onwards	
Date of introduction of programme		September 05	
Date of programme specification/revision		September 20	

<b>Programme Overview</b>
<p>The Imperial College Master’s Degree in Surgical Education, offered through the Department of Surgery and Cancer, was established in 2005 as the first programmes of its kind worldwide. Characterised by experiential and discussion-based approaches, innovative pedagogy, and small face-to-face cohorts, it has been transformed to increase its accessibility for busy educationally-minded surgeons worldwide by incorporating advances in digital education and through collaboration with the Royal College of Surgeons of Edinburgh’s Faculty of Surgical Trainers (FST) and Faculty of Medicine at Imperial College London. The fully online Diploma is completed over two years and separated into two stages, the PG Certificate modules and Diploma modules. You can exit with a PG Certificate or continue to Master’s study after successful completion of the previous stage.</p> <p>The <b>PG Certificate in Surgical Education stage</b> aims to provide you with a broad grounding in educational concepts and practices in a surgical context that will complement your clinical expertise. Importantly, you will draw on your own teaching and learning practice to develop and extend your understanding of surgical education and will work with tutors and peers from a range of national contexts.</p> <p>The first module (7.5 ECTS) introduces you to key principles for learning and teaching and overviews national approaches and the evolution of surgical education. Modules two through four (5 ECTS) address major areas of educational practice (general and surgery-specific learning and teaching approaches, assessment and appraisal, educational design and evaluation). The final PG Certificate Module (7.5 ECTS) explores policy and context of surgical education in UK and other national settings, featuring webinars with external speakers and a comprehensive assessment that draws together PG Certificate topics.</p> <p>Progression onto the <b>online PG Diploma in Surgical Education stage</b> involves closer engagement with the theory, evidence and philosophies underpinning surgical education as well as deeper study into specialty areas of surgical education such as simulation-based education. Exposure to innovative simulation and interdisciplinary exchange approaches, developed within the Department of Surgery and Cancer and beyond, will be explored from an academic educational perspective.</p> <p>The Diploma stage features a digital stream of asynchronous materials and synchronous interactive elements designed to be shared with the Blended Diploma in Surgical Education programme. This innovative shared stream enables vicarious experiences in simulation and other in situ environments in central London, facilitating discussion and group work between online and blended cohorts in order to explore diverse perspectives to addressing challenges in surgical education worldwide.</p> <p><b><u>The PG Certificate level modules:</u></b></p> <p>Module 1- Introduction to Learning, Teaching and Becoming a Surgical Educator (7.5 ECTS)</p> <p>Module 2- Assessment of and for Learning (5 ECTS)</p> <p>Module 3- Learning and Teaching in Surgical Environments (5 ECTS)</p>

Module 4- Educational Design and Evaluation (5 ECTS)

Module 5- Impact of Policy and Context on Surgeon Educators (7.5 ECTS)

**The Diploma stage modules:**

Module 6- Theories and Scholarship Underpinning Surgical Education Practice (7.5 ECTS)

Module 7- Simulation for Surgical Education (7.5 ECTS)

Module 8- Critical Understanding of Surgical Education - Library Project (15 ECTS)

**Learning Outcomes**

**PG Certificate**

On successfully completing the PG Certificate stage, you should be able to:

1. Evaluate contemporary surgical education with regard to: stakeholder interests, emerging policies, institutional structures and responsibilities, and educational frameworks and practices.
2. Demonstrate appropriate, educationally informed practical skills as a surgical educator in a range of contexts including: learning, teaching, training and assessment, including the design and evaluation of training sessions, courses and curricula.
3. Consider ethical dimensions of surgical education, including the well-being of a diverse range of learners, patients, and colleagues, incorporating these into your personal educational practice.
4. Reflect upon, appraise and develop enhancements to your own, and others', educational practice.

**PG Diploma**

On successfully completing the PG Diploma phase, you will add to your PG Certificate outcomes and additionally be able to:

5. Apply and reflect upon educational theories, philosophies, and available evidence for the enhancement of surgical education appropriate to a range of individual, institutional and national contexts.
6. Critically appraise the role and use of learning innovations in surgical education.
7. Design creative solutions to challenges in contemporary surgical education by drawing upon other fields of education and domains of practice.
8. Demonstrate effective educational writing and oral communication skills for surgical education contexts.
9. Appropriately synthesise current knowledge around an area of surgical education for the purpose of identifying an area for future research

The Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: [www.imperial.ac.uk/students/academic-support/graduate-attributes](http://www.imperial.ac.uk/students/academic-support/graduate-attributes)

**Entry Requirements**

Academic Requirement	Normally a 2:1 UK Bachelor's Degree with Honours in medicine or a science, engineering, computing, healthcare or education subject (or comparable qualification recognised by the College)
Non-academic Requirements	Normally three years of relevant experience in a healthcare field (not necessarily surgery) and/or relevant teaching/education development and research experience.  Practical experience of surgery, surgery-related practices and training in this domain are necessary to take advantage of this challenging programme. Applicants should be actively involved in education activity whilst undertaking the programme.
English Language Requirement	<a href="#">Higher requirement</a> Please check for other <a href="#">Accepted English Qualifications</a>

Admissions Test/Interview	Normally, applications are evaluated by programme leads and decisions made based on engagement with education as demonstrated through experience, referee letters, and personal statement.
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The programme's competency standards documents can be found at: TBC

## Learning & Teaching Approach

### Learning and Teaching Delivery Methods and Overall Workload

A wide range of active learning and teaching approaches authentic to surgical education are used for all stages of the programme.

Whilst cohorts may be medium to large at PG Certificate and Diploma stage, you will be organised into teams (8-10 students) to carry out small-group work where relevant. Your groups will have an assigned academic tutor to facilitate your progression across modules and the programme. Scheduled office hours will be made available to you.

The overall workload consists of synchronous and asynchronous educational activities and independent learning. While actual contact hours may vary somewhat, the following gives an indication of how much time you will need to allocate to different activities at each level of the programme. At Imperial, each [ECTS credit](#) taken equates to an expected total study time of 25 hours. Each programme stage is 30 ECTS credits representing approximately 750 hours of overall workload.

#### **PG Certificate stage:**

You will engage with digital content (video lectures, online quizzes, discussion boards, tasks, readings) in a series of lessons that typically lead to tutor / peer interaction through webinars and small group online tutorials, journal clubs). These will be described in detail with related timings so that you may pace yourself across the module blocks. Their summative assignments will be submitted prior to commencing a new module.

Each PG Certificate module requires approximately 20% of time be spent engaging with asynchronous content or synchronous tutorial / small group activity and 80% spent in independent reading and/or completion of assignments. Although timings will vary across the study period, a part-time student should anticipate spending approximately 10-12 hours per week to maximise learning on the programme.

#### **PG Diploma stage:**

In the online Diploma stage, you will have two modules (7.5 ECTS, approximately 25 hours each) with a series of online lessons, requiring reading or viewing online multi-media and discussion boards followed by small group interactive discussions / activities online. The first module commences early in autumn term, the second early in spring. Normally you will have pre-reading and related online activities to complete before synchronous tutorial sessions as well as a formative course work assignment to complete in small groups in preparation for the scheduled synchronous sessions and an assignment to complete to fulfil the module requirements. Roughly this equates to 15% of your time in the 'online classroom' and 85% of their time engaged in independent study (e.g. reading, writing, assessment preparation, etc). The 15 ECTS Surgical Education literature review project commences in early summer term with preparatory online activities (independent reading / video mini-lectures prior to interactive webinars / tutorials) followed by you carrying out independent study under supervision to complete your group project. Time spent on independent study increases for this module.

The 15 ECTS Surgical Education literature review project commences in spring with preparatory online activities (independent reading / video mini-lectures prior to interactive webinars / tutorials) followed by independent study under supervision to complete your group projects. The final module requires an increase in independent study.

At the Diploma stage the first two modules as noted above require roughly 15% of study time go to asynchronous and synchronous sessions and 85% toward independent study whilst the supervised project consists of 10% synchronous activity and/or supervision and 90% independent work.

## Assessment Strategy

### Assessment Methods

The Diploma in Surgical Education uses a range of formative and summative assessment methods designed to broaden and deepen your knowledge and practice as surgical educators. The assessment formats are chosen to reflect the nature of the module and the programme learning outcomes. Together the assignments will draw on a range of activities carried out by surgical educators (e.g. designing learning and teaching activities, session/course design, creating assessment tools, portfolio development, carrying out educational research). Formative assessments are often developed and presented in small groups and constructive feedback provided by tutors and peers to develop the subject matter as well as your writing, teaching and presentation skills. For online modules these will sometime be carried out virtually through a video conferencing platform. Formative assignments often lead into the summative assignments. Coursework (formative drafts) from the Diploma Literature Review project are reviewed by the assigned supervisor. Peer assessment will be employed to enable you to experience the putative learning benefits from engaging in this practice.

	PGCert	Diploma
<b>Coursework</b>	75%	77%
<b>Practical</b>	25%	23%
<b>Written Exams</b>	0%	0%

These are indicative allocations. In practice some assessment tasks are a blend of coursework and practical components.

### Academic Feedback Policy

In order to provide you with rich written comments, feedback on summative assignments will normally be provided no later than two weeks after the assignment has been submitted (and before a subsequent summative assignment is due). Supervised student assignments will receive feedback on drafts submitted on agreed upon times. Dates will be specified in the programme handbook. Aside from this, feedback may be provided in one of a number of formats, including:

- Oral (during or after teaching, after coursework presentations)
- Personal (discussion with academics at mutually agreed times)
- Interactive (study groups)
- Written (model answers to coursework, comments on draft assignments, comments on summative work)

Provisional results will be provided to you as alpha-grades. Numerical results will be published after the meeting of the final Board of Examiners.

The College's Policy on Academic Feedback and guidance on issuing provisional marks is available at: [www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/](http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/)

### Re-sit Policy

The College's Policy on Re-sits is available at: [www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/](http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/)

### Mitigating Circumstances Policy

The College's Policy on Mitigating Circumstances is available at: [www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/](http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/)

### Additional Programme Costs

This section should outline any additional costs relevant to this programme which are not included in students' tuition fees.

Description	Mandatory/Optional	Approximate cost
N/A		

<b>Programme Structure</b>					
<b>Year 1 Online PG Certificate in Surgical Education (part-time) – FHEQ Level 7</b> <b>Students study all core modules (1-6).</b>					
Code	Module Title	Core/ Elective	Group*	Term	Credits
	Module 1- Introduction to Learning, Teaching and Becoming a Surgical Educator	Core		1	7.5
	Module 2- Assessment of and for Learning	Core		2	5
	Module 3- Learning and Teaching in Surgical Environments	Core		2	5
	Module 4- Educational Design and Evaluation	Core		3	5
	Module 5- Impact of policy and context on surgeon educators	Core		3&4	7.5
Credit Total					30
<b>Year 2 Online PG Diploma in Surgical Education (part-time) – FHEQ Level 7</b> <b>Students study all core modules.</b>					
Code	Module Title	Core/ Elective	Group	Term	Credits
	Module 6- Theories and scholarship underpinning surgical education practice	Core		1	7.5
	Module 7- Simulation for surgical education	Core		2	7.5
	Module 8- Critical understanding of surgical education - Library Project	Core		3&4	15
Credit Total					30

\* 'Group' refers to module grouping (e.g. a group of electives from which one/two module(s) must be chosen).

## Progression and Classification

### Progression

Students should register for the Diploma. If you successfully complete requirements for the PG Certificate stage and wish to exit you may leave with that qualification. If you wish you may also continue on to the next relevant stage without a break and can transfer your registration accordingly provided you have met the requirements of the earlier stage. There are implications to fees should you exit with the PG Certificate or continue to the MEd stage.

Progression from the PG Certificate to the PG Diploma or PG Diploma to the MEd can be provisionally approved subject to good academic progress. Successful completion of the PG Certificate, Diploma and MEd stages is confirmed at the Exam Board meeting in September. The pass mark for the PG Certificate and Diploma will be carried forward and the credits will accumulate towards the MEd. Should students subsequently fail to achieve the requirements for the next stage they can be awarded the lower award. Credits gained on the PG Certificate or PG Diploma can be used toward registration to the next stage, the October immediately following the September Exam Board or students can return to the programme at a later date (normally annually in October) provided that they complete the Master's programme in no more than five years after initial registration for the Postgraduate Diploma

Students who are clearly not progressing satisfactorily, (i.e. demonstrating a pattern of submitting module assessments late or who are not achieving a passing standard on module assessments) may be advised to request an Interruption of Study (IoS). Not meeting attendance and engagement expectations will be considered at the Examination Board when determining overall results.

Only Diploma and MEd awards are classified. Marks are carried forward from subsequent stages and evaluated against the criteria below to determine your degree classification.

### Classification

The College sets the class of Degree that may be awarded as follows:

1. Distinction: The student has achieved an overall weighted average of 70% or above across the programme.
2. Merit: The student has achieved an overall weighted average of above 60% but less than 70%.
3. Pass: The student has achieved an overall weighted average of 50% but less than 60%.
  - a. For a Masters, students must normally achieve a distinction (70%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a distinction.
  - b. For a Masters, students must normally achieve a minimum of a merit (60%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a merit

## Programme Specific Regulations

The Diploma and MEd are eligible for classification. Criteria for all awards follow College regulations with the following added criteria:

### Postgraduate Certificate

- Achieve an aggregate mark of at least 50% in each module. A student may be condoned in one 5 ECTS module with a qualifying mark of at least 40% as long as there is no mark below 40% for an individual assessment
- Achieve an aggregate mark of at least 50% for the programme

### Postgraduate Diploma

A student must:

- Achieve an aggregate mark of at least 50% in each module. A student may be condoned in one 5 or 7.5 ECTS module with a qualifying mark of at least 40% as long as there is no mark below 40% for an individual assessment
- Achieve an aggregate mark of at least 50% for the programme

## Supporting Information

The Programme Handbook is available at: TBC

The Module Handbook is available at: TBC

The College's entry requirements for postgraduate programmes can be found at:  
[www.imperial.ac.uk/study/pg/apply/requirements](http://www.imperial.ac.uk/study/pg/apply/requirements)

The College's Quality & Enhancement Framework is available at:  
[www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance](http://www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance)

The College's Academic and Examination Regulations can be found at:  
[www.imperial.ac.uk/about/governance/academic-governance/regulations](http://www.imperial.ac.uk/about/governance/academic-governance/regulations)

Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine".  
[www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/](http://www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/)

Imperial College London is regulated by the Office for Students (OfS)  
[www.officeforstudents.org.uk/advice-and-guidance/the-register/](http://www.officeforstudents.org.uk/advice-and-guidance/the-register/)

**This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.**

## Modifications

Description	Approved	Date	Paper Reference
N/A	N/A	N/A	N/A