

Programme Information		
Programme Title	Programme Code	HECoS Code
Surgical Education	For Registry Use Only	For Registry Use Only

Award	Length of Study	Mode of Study	Entry Point(s)	Total Credits	
				ECTS	CATS
PG Certificate (Online) – A3B2C	12 months	Part-Time	N/A	30	60
PG Diploma (Blended) – A3B2DB	24 months	Part-Time	Annually in October	60	120
MEd (Blended) – A3B2B36	36 months	Part-Time	Annually in October	90	180

All students must apply to and register for the highest award they wish to attain, either blended Diploma or MEd award. Students may exit with the earlier stage award (e.g. online PG Certificate or blended Diploma) if requirements are met from this stage. Normally, students are not able to transfer registration from the Blended Diploma to the Online Diploma.

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 QAA Benchmark Statement(s) and/or other external reference points		Master's Degrees in Medicine , Academy of Medical Educators Professional Standards Framework, Faculty of Surgical Trainers – Royal College of Surgeons Edinburgh	
FHEQ Level		Level 7	
EHEA Level		2nd cycle	
External Accreditor(s) (if applicable)			
External Accreditor 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	
Specification Details			
Programme Lead		Kirsten Dalrymple, Roger Kneebone	
Student cohorts covered by specification		2022-23 entry	
Date of introduction of programme		September 05	
Date of programme specification/revision		October 22	

Programme Overview
<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 programme 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.</p> <p>The blended Diploma is completed part-time, over two years and separated into two stages, the PG Certificate modules, which are fully online, and the Diploma modules which are blended. You can continue on to part-time, one-year, blended Master’s study after successful completion of the Diploma stage. You can also leave with a PG Certificate award if so desired.</p> <p>The PG Certificate in Surgical Education stage is fully online and 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 introduces you to key principles for learning and teaching and overviews national approaches and the evolution of surgical education. Modules two through four 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 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 blended PG Diploma stage will involve 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 simulation approaches will be explored from an academic educational perspective through first-hand experience. More intensive study will enable you to review and critique educational innovations and research the surgical educational literature around a topic of personal interest, the culminating capstone project of the Diploma.</p> <p>The Diploma stage features two concentrated blocks of face-to-face study in central London and includes a digital stream of asynchronous materials and synchronous interactive elements designed to be shared with the online Diploma cohort. The digital stream is designed to facilitate discussion and group work between online and</p>

blended cohorts in order to explore diverse perspectives to addressing challenges in surgical education worldwide.

Continuation onto the blended **MEd stage** adds to your development of educational knowledge and skills by providing you with the opportunity to undertake supervised **research in surgical education**, in an area of professional educational interest, where you will expand your research abilities to include educational research approaches.

Programme Structure:

The programme is modular and part-time with each stage set at 30 ECTS credits that are completed in one year of part-time study (three years total). Modules build upon one another and normally should be completed in the sequence indicated. Independent study increases as you advance within the programme.

Pre-session online College and programme induction activities and cohort building take place in the month before the academic programme commences.

The PG Certificate level modules:

Module 1- Introduction to Learning, Teaching and Becoming a Surgical Educator (7.5 ECTS)

Module 2- Assessment of and for Learning (5 ECTS)

Module 3- Learning and Teaching in Surgical Environments (5 ECTS)

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)

The MEd stage module:

Module 9 – Research Methods and Educational Research Project (30 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

MEd in Surgical Education

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

10. Critically evaluate the use of educational research approaches in understanding and advancing surgical education.
11. Justify, using educational theories and philosophy, an appropriate research question and research design.
12. Produce an original small-scale surgical education research project written up through dissertation.
13. Reflect on your learning and development as a surgeon educator and scholar.

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

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	<p>Normally three years of relevant experience in a healthcare field (not necessarily surgery) and/or relevant teaching/education development and research experience.</p> <p>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.</p>
English Language Requirement	<p>Higher requirement (PG)</p> <p>Please check for other Accepted English Qualifications</p>
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.

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, be they online or face-to-face.

The full cohort will be organised into smaller teams to carry out group work where relevant and in order to facilitate participation and interaction. 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 teaching activities (face-to-face and/or online sessions) 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 25 hours total study time (e.g. reading, writing, activities, lectures). Each programme stage is 30 ECTS credits representing approximately 750 hours of overall workload over a year.

For the online 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.

For the PG Diploma stage:

In the blended Diploma stage, you will have two intensive week-long taught modules (approximately 35 hours contact time, 7.5 ECTS each) normally one in mid-late October and the second in mid-January. These feature a wide range of learning and teaching approaches including workshops, journal clubs, seminars, lectures, flipped classroom techniques, simulation, role-play, peer assessment. Normally students will have pre-reading and related online activities to complete before teaching weeks, a course work assignment to prepare during the week, and a written assignment to complete before the following module commences. Roughly this equates to 15% of student time in the ‘classroom’ and 85% of student time engaged in independent study (e.g. reading, writing, etc).

The 15 ECTS Surgical Education literature review project normally commences in early April 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 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.

For the MEd stage:

In the MEd stage, you have one face-to-face taught week around research methods and developing your research project. A range of learning and teaching methods is utilised for the taught week including approaches such as: workshops, journal clubs, seminars, lectures, flipped classroom techniques, role-play, peer assessment. This module usually takes place in early autumn and is an intensive taught week (approximately 35 hours contact time) that requires some preparatory lessons reading and formative task completion. Subsequent to this you will complete the vast majority of study independently (approximately 90%), with the support of an assigned supervisor. There are formative assessment checkpoints during the year to promote student progress (ethics submission, progress report presentation) and digital materials to support ongoing, just-in-time learning needs (e.g. approaches to qualitative research analysis). These teaching activities (taught week, supervision and online digital materials) make up the remaining 10% of your study time.

Assessment Strategy

Assessment Methods

The MEd 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 be carried out virtually through a video conferencing platform. For face-to-face Diploma and MEd modules these occur on campus or occasionally online. Formative assignments often lead into the summative assignments. Coursework (formative drafts) from the Diploma Literature Review project and the MEd dissertation 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	MEd
Coursework	75%	77%	70%
Practical	25%	23%	30%
Written Exams	0%	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/

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/

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/

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
MEd stage - Data transcription for qualitative research (if done professionally)	Optional	Approx. £ 350

Programme Structure					
Year 1 Online PG Certificate in Surgical Education (part-time) – FHEQ Level 7 Students study all core modules.					
Code	Module Title	Core/ Elective	Group*	Term	Credits
SURG70039	Module 1- Introduction to Learning, Teaching and Becoming a Surgical Educator	Core		1	7.5
SURG70040	Module 2- Assessment of and for Learning	Core		2	5
SURG70041	Module 3- Learning and Teaching in Surgical Environments	Core		2	5
SURG70042	Module 4- Educational Design and Evaluation	Core		3	5
SURG70043	Module 5- Impact of Policy and Context on Surgeon Educators	Core		3&4	7.5
Credit Total					30
Year 2 PG Diploma in Surgical Education (part-time) – FHEQ Level 7 Students study all core modules.					
Code	Module Title	Core/ Elective	Group	Term	Credits
SURG70044	Module 6- Theories and Scholarship Underpinning Surgical Education Practice	Core		1	7.5
SURG70045	Module 7- Simulation for Surgical Education	Core		2	7.5
SURG70046	Module 8- Critical Understanding of Surgical Education - Library Project	Core		3&4	15
Credit Total					30
Year 3 MEd in Surgical Education (part-time)- FHEQ Level 7 Students study all core modules.					
Code	Module Title	Core/ Elective	Group	Term	Credits
SURG70047	Module 9- Research Methods and Educational Research Project	Core		1-4	30
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 highest award they wish to exit with in the first instance. If a candidate successfully completes requirements for a lower stage (e.g. after the PG Certificate stage or after the Diploma stage) and wishes to exit they may leave with that qualification. Students who originally enrol in the PG Certificate or Diploma programme may also continue on to the next relevant stage without a break and can transfer their registration accordingly provided they have met the requirements of the earlier 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 M.Ed. 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 Certificate.

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 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

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

MEd (Pass)

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

MEd (Merit)

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 60% in the module 'Research Methods and Educational Research'
- Achieve an aggregate mark of at least 60% for the programme

MEd (Distinction)

A student must:

- Achieve an aggregate mark of at least 50% in each module. A student may be condoned in a module up to the value of 7.5 ECTS 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 70% in the module 'Research Methods and Educational Research'
- Achieve an aggregate mark of at least 70% 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

The College's Quality & Enhancement Framework is available at:
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

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/

Imperial College London is regulated by the Office for Students (OfS)
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