Wednesday 12 September 2018

Developing educators in oncology and radiology

08:30–10:00

Dr Pat Set, Cambridge University Hospitals NHS Foundation Trust

Learning points

Understand how a curriculum is developed.

Understand how a curriculum is delivered and how you could use this information in your practice.

Understand the types of assessments available for undergraduate and postgraduate training.

Be able to select the appropriate assessment for the task being evaluated.

Understand the types of taught course available in medical education.

References


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08:30–08:40

Curriculum development – what needs to be considered?

Dr Ganesh Radhakrishna, The Christie NHS Foundation Trust, Manchester

Learning points

Describe the principles underpinning curriculum design in medical education.

– Outline the principles of construct alignment and its application to curriculum development.

Recognise how assessment development is utilised in order to deliver the curriculum.

References


Delivering an undergraduate radiology curriculum

Dr Malcolm Johnston, Worthing and Southlands Hospitals NHS Trust

Learning points

An overview of the RCR undergraduate curriculum.

How to promote radiology within a medical school curriculum.

What radiology teaching do undergraduates need?

What is the undergraduate radiology societies association?

References

RCR publication 2017


Assessments in medical education and their relative merits

Dr Seamus McAleer, Queen’s University, Belfast

Learning points

Programmatic assessment: The emphasis in modern educational pedagogy is to have assessment 'for' learning, where the type of assessment drives the learning which is valued in the doctor. This will have emphasis on integration into the curriculum, coherence of formative and summative elements and on demonstration of key outcomes and progression of knowledge.

Single best answer (SBA) questions: Assessment of knowledge is largely directed to SBA questions: their advantages will be explored.

Progress testing: There is a modern drive towards progress testing, where students sit the same type of test around three times per year, with all students sitting the same test. This gives students a very clear demonstration of their level of knowledge against a test where the questions address subjects blueprinted across all years of learning.

Medical licensing assessment (MLA): Undergraduate assessment for awarding of the provisional registration is currently delivered by each medical school (finals) with General Medical Council (GMC) oversight of the programme. The GMC have prosed a new MLA based on SBA questions in the applied knowledge test (AKT), and on objective structured clinical examination (OSCEs), delivered in the medical schools. These will have key performance indicators (KPIs) set by the GMC and enhanced roles for external examiners. The current state of play will be discussed.

References


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09:10–09:25

Postgraduate certificate for medical education – my journey

Dr Flora Daley and Dr Tim Sadler, Cambridge University Hospitals NHS Foundation Trust

Learning points

Discuss the motivation for undertaking postgraduate study in medical education.

Appreciate different factors to consider when selecting a course.

Outline the course content.

Evaluate others’ personal experience of medical education.

References

**Masters in medical education – what I did**

*Dr Andrea Stevens, University Hospitals Birmingham NHS Foundation Trust*

**Learning points**

Most research in medical education is qualitative with analysis done by coding and grouping those codes into themes.

Triangulation is important – with more than one method of data collection being used to support the findings.

Chose a subject that interests you for your masters dissertation – you will be submerged in it for several months – and don’t under estimate how long transcribing interviews takes.

**References**
