



NUMS
NATIONAL UNIVERSITY
OF MEDICAL SCIENCES

**CURRICULUM
FOR
MASTERS IN HEALTH PROFESSIONS EDUCATION PROGRAM 2024**

NATIONAL UNIVERSITY OF MEDICAL SCIENCES, RAWALPINDI, PAKISTAN

Masters in Health Professions Education Program

1. Act / charter of the University allowing to offer the program

National University of Medical Sciences Act, Gazette of Pakistan vide Act no. XVII of 2015 on 28 October 2015.

Evidence for Provision in Act/Charter allowing NUMS to offer the program is attached as (Annexure-I).

2. Approval of the University Statutory body to start a Programme.

Curriculum was approved in 15th ACM dated 31st January 2021

3. NOC of Professional Councils (If applicable)

4. Exact title of program that will appear on the degree

Masters in Health Professions Education (MHPE)

5. Vision & Mission statements

5.1 Vision (NUMS)

National University of Medical Sciences envisions a world with a better quality of life for all by enhancing our contribution to healthcare, education, innovation and research.

5.2 Vision of NDHPE

NDHPE will be a center of excellence catering to national needs by providing updated and innovative initiatives in medical education and faculty development.

5.3 Mission of NDHPE

To develop and implement innovative academic programs while sustaining highest standards quality in all academic activities of the organization across the continuum of undergraduate, postgraduate education and continuous professional development.

5.4 Mission of Program

Empowering health professionals through an innovative blended learning program tailored to cultivate the essential competencies for scholarly pursuits in health professions education."

Aim of the program

MHPE is a two-year program that aims to develop medical educationists who will help to improve quality of healthcare delivery through improvements in health professions education with an emphasis on Inter Professional Education (IPE).

The program further aims to improve patient care by producing leaders who, via understanding the interrelationship of theory, research and clinical practice, can ensure continuous use of evidence-based insights while making informed decisions in education of all health professions, at national and international levels

6. **Degree (level) of (type):** Masters in Health Professions Education
7. **Degree Program Code:** MHP
8. **Department(s)/Institute:** NUMS Department of Health Professions Education (NDHPE)
9. **Course Coordinator:** Dr Ayesha Rauf
10. **Phone:** 0300 2863947
11. **E-mail:** ayesha.rauf@numspak.edu.pk
12. **Campus:** NUMS Campus
13. **Starting Date:** 2021 (Fall)
14. **Competencies and Outcomes**

14.1 Competencies

- a. **Subject knowledge**
- b. **Leadership skills**
- c. **Teaching/facilitation skills**
- d. **Teamwork /interpersonal skills**
- e. **Research skills**
- f. **Academic writing**
- g. **Critical thinking**
- h. **Professionalism**

14.2 Outcomes of the Program

By the end of this program, the graduates should be able to:

- a. **Develop evidence-based curriculum for undergraduate & postgraduate programs**
- b. **Apply educational theories for effective implementation of evidence-based teaching and learning initiatives.**
- c. **Plan faculty development programs for continuing health professions education**
- d. **Exhibit effective teaching skills through the use of latest technologies in adult learning**
- e. **Ensure the quality mechanism & standardization in assessment**
- f. **Apply principles of educational research to conduct an empirical study on a topic relevant to the field of health care professionals**

15. Objectives of the Program

By the end of this program, the graduates should be able to:

1. Demonstrate an understanding of educational philosophies, theories and cognitive mechanisms in learners related to metacognition, learning and memorization.
2. Evaluate the theoretical and empirical literature related to health professions education, critically.
3. Demonstrate effective teaching skills on andragogic basis through use of latest technologies.
4. Design, plan and implement a relevant educational or vocational training course as well as its assessment plan in their relevant discipline based on current principles of learning and instruction.
5. Provide evidence-based insight on matters concerned with curriculum planning, assessment and implementation of policies in institutions relating to health education.
6. Develop inter health professions' understanding and linkages amongst healthcare workers in order to improve holistic patient care.
7. Formulate research questions, study design, collection of reliable and valid data, elementary statistical analyses relevant to the data collected and giving results of the study in a report form.
8. Publish at least one scholarly article of educational research in any peer reviewed, indexed, national or international journals.

16. Scope & Employment Perspective of Program

A healthcare educationist is a multi-faceted, multi-talented social scientist who is an analyst, planner, and a policy maker in the field of curriculum, assessment, evaluation, and research. The graduates of this program will not only be able to contribute to the quality of education delivered in any organization but will also be engaged in professional grooming of educators through mentoring, counseling, and professional development activities. They will also contribute to scholarly work through conducting and facilitating educational research.

17. Number of Students: 30 students.

18. Eligibility Criteria for Admission

- a. Sixteen years of education in relevant field:
 1. MBBS/ BDS or equivalent
 2. BS Nursing
 3. BS AHS
- b. Valid registration with regulatory body wherever applicable
- c. NUMS Entry test with min. 50% score
- d. NUMS interview

19. Merit Computation. Admissions shall be made purely on open merit based on

following components:

Components	Percentage
Previous academic performance	25%
NUMS Entry test with min. 50% score	50%
Interview	25%

20. Program Duration

02-03 years. However, waiver to the time bar may be granted to the student up to one year after approval of FBS.

There will be four regular semesters of 18-week duration (including 1 week of assessment), and summer semester of 09 weeks. Successful MHPE completion will require completion of 24 CHs of coursework with CGPA of 2.50, 04 CHs of internship and 06 CHs of research with successful defense of thesis

The period shall be counted from the date of commencement of first course to the submission of thesis.

21. General Scheme of Master's Program

All candidates admitted to the two-year Master's Program will be required to complete all courses and requirements.

Details	Masters
Program Duration	02 years
Number of Semesters (excluding Summer semester)	04
Course Load per Semester (excluding Summer semester)	09 CH
Core Courses	24 CH
Internship	04 CHs
Remedial (summer semester)	
Thesis / Research	06 CH
Total Credit Hours	34 CH

22. Semester Wise Distribution of Credit Hours

Semester	Course Work	Credits
I	Core Courses	09
II	Core Courses	09
Summer	Remedial/ Improvement Courses	-
III	Core Courses Internship	06 04
IV	Research/ Thesis	06
Total		34

23. **Scheme of Study (Semester Wise Breakdown)**

Semester I: 18 weeks (including assessments)

Total Credit hours= 09

Code	Core Courses: 03	Credit Hrs.
MHP-711	Theory and Application of Teaching and Learning	03(1+2)
MHP-712	Curriculum Planning & Implementation	03(1+2)
MHP-713	Assessment for Learning	03(1+2)
Total Credit Hours		09

Semester II: 18 weeks (Including Assessments)

Total Credit hours= 09

Code	Core Courses: 03	Credit Hrs.
MHP-721	Assessment of Learning	03(1+2)
MHP-722	Program Evaluation	03(1+2)
MHP-731	Scholarship of Discovery in Education	03(1+2)
Total Credit Hours		09

Summer Semester: 09 weeks

SUMMER SEMESTER – REMEDIAL BLOCK
For repetition and improvement of courses

Semester III: 18 weeks (including assessments)

Total Credit hours= 10

Course Code	Course Title	Credit Hours
MHP-723	Leadership in Education	03(1+2)
MHP-732	Opportunities & Challenges of Contemporary Medical Education	03(1+2)
MHP-733	Internship	04(0+4)
	Total Credit Hours	10

Semester IV: 18 weeks (including assessments)

Total Credit hours= 06

Course Code	Course Title	Credit Hours
MHP-799	Research/Thesis	06

24. Program Coordination. To facilitate the students and to ensure timely and trouble-free successful completion of the program, HoD of respective department will appoint following faculty members at least one month before the start of each semester.

- a. **Program Coordinator.** He/she will be responsible for liaison & coordination with all concerned.
- b. **Academic Advisor.** He/she is available as a first line of pastoral support and advice to the student. It is the responsibility of a student to inform the Academic Advisor immediately about any problem that are interfering with his/her coursework or progression through the program.
- c. **Course Instructors.** He/she shall also be responsible for:
 - 1) Provision of all the information regarding the course to the students i.e. Course title, code and credit hours, objectives/ outcomes, course content, teaching methodology, assessment type and schedule
 - 2) Conduct of classes as well as continuous assessment i.e quizzes, sessional, mid-semester examinations, practical examination, evaluation of written course related assignments
 - 3) Maintenance of course files

- 4) Submission of assessment results after approval of HoD to the Examination Directorate
- 5) Submission of course file to the concerned HOD at the end of each semester/ academic year for record keeping purpose

25. Teaching Methodology / Learning Strategies

Teaching methodology includes:

- (1) Interactive sessions
- (2) Hands on activities
- (3) Group work
- (4) Role plays
- (5) Self-study
- (6) Assignments
- (7) Online discussions on dashboard and Moodle®
- (8) Online resources
- (9) Webinars
- (10) Teaching Seminar
- (11) Spotlights

26. Implementation plan

- a. The offered courses in the semester will run parallel
- b. Total contact hours of one 3(1+2) CHs course: 16+96 =112 hours

S no	Teaching & Learning Activity	Where	When	Duration	Contact Hours	
					one course	3 courses
1.	F2 F sessions	Face to face in campus	Start of each semester	05 day- 08 hrs/day	13 hours	40 hours
2.	Spotlight (presentations by students)	Zoom	Every Wednesday (1400-1600)	2 hrs / week x 16 weeks	11 hours	32 hours
3.	Fortnight Forum	Zoom	Alternate Friday 1400-1600	2 hrs per session (1 hr/week)	6 hours	18 hours
4.	Common Room	Moodle	Throughout the week	4 hours/ week for each course	64 hours	192 hours
5.	Self-directed learning					
6.	Assignments & Tasks		One / semester	6 hrs for each course	18 hours	54 hours
Total hours					112 hours	336 hours

- c. Total contact hours of 03 courses: 336 hours

27. Faculty Detail/Qualifications

FULL TIME	Qualification	Institute
Core Faculty		
Dr Ayesha Rauf	MBBS, MBA, MHPE	NUMS
Dr Rukhsana Ayub	MBBS, FCPS, Faimer Fellow, MHPE	NUMS
Dr Naushaba Sadiq	MBBS, MCPS, MHPE	NUMS
Dr Asiya Zahoor	MBBS, MHPE, MBA	NUMS
Dr Fozia Fatima	PhD Education	NUMS
Dr Nadia Shabnam	PhD	NUMS
Dr Adeela Bashir	MBBS, MCPS, FCPS, MMed	NUMS
Dr Syeda Hanna Fatima	MBBS, MMed, PhD Scholar	NUMS
Dr Sana Siddiqui	BDS, MHPE	NUMS

28. **Assessment Policy**

- Grading and conduct of exam will be in accordance to NUMS assessment policy
- The performance of each student in a course will be assessed periodically throughout the semester to provide evidence of student achievement and quality of teaching standards.
- Throughout the semester each course will be assessed as follows:

#	Exam	Weighting	Assessment Tools	Timing
1.	Participation and performance in interactive sessions/discussion board	05%	Context Rich Questions/practical exercises	interactive sessions/discussion board
2.	Sessional Exams	10%	Critical questions	At least 02 per semester
3.	Mid semester Exam	25%	Context Rich Questions/practical exercises	Mid semester
4.	Assignments	20%		Longitudinally
5.	End semester	40%		18 th week

29. Table of Specifications for All Courses- MHPE- 2021

Semester - I Duration (16+2)			
Course Code: MHP-711			
Course Title: Theory and Application of teaching and learning. Credit Hours: 03 (1+2)			
Outcome	Instructional strategies	Assessment Tools	Weighting
1. Reflect as a teacher, upon the learners learning by using adult learning educational principles 2. Compare and contrast the (three) major philosophical perspectives and relate it to the educational practices 3. Critically analyze traditional learning theories (behaviorism, cognitivism, social cognitivism and constructivism) 4. Synthesize	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard an • Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%

<p>interactiv e, experiential and collaborative learning environment by the effective use of technology.</p> <ol style="list-style-type: none"> 5. Critically analyze learning in accordance with the natural way the brain is naturally designed to learn. 6. Apply cognitive principles in instructional strategies by using cognitive load theory and cognitive behavioral therapy. 7. Differentiate between Critical thinking and clinical reasoning of a novice versus expert 8. Diagnose problems in behavioral schemas and information processing system of an individuals. 9. Explore the factors of complexities in attention 10. Apply traditional and contemporary learnin g principles to help students with learning problem 	<p>Essay Questions (End semester)</p>	<p>40%</p>
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TOS End Semester Examination; Theory and Application of teaching and learning

Weighting: 40%

Difficulty level: Moderate to hard Cognitive

level; Application

Time 2 Hrs. (approx. 18 minutes/question)

Outcomes	Essay Questions (8) 10 marks each
<ul style="list-style-type: none"> • Reflect as a teacher, upon the learners learning by using adult learning educational principles 	01
<ul style="list-style-type: none"> • Compare and contrast the (three) major philosophical perspectives and relate it to the educational practices 	
<ul style="list-style-type: none"> • Critically analyze traditional learning theories (behaviorism, cognitivism, social cognitivism and constructivism) 	01
<ul style="list-style-type: none"> • Synthesize interactive, experiential and collaborative learning environment by the effective use of technology. 	01
<ul style="list-style-type: none"> • Critically analyze learning in accordance with the natural way the brain is naturally designed to learn. 	01
<ul style="list-style-type: none"> • Apply cognitive principles in instructional strategies by using cognitive load theory and cognitive behavioral therapy. 	01
<ul style="list-style-type: none"> • Differentiate between Critical thinking and clinical reasoning of a novice versus expert 	01
<ul style="list-style-type: none"> • Diagnose problems in behavioral schemas and information processing system of an individuals. 	01
<ul style="list-style-type: none"> • Explore the factors of complexities in attention 	01
<ul style="list-style-type: none"> • Apply traditional and contemporary learning principles to help students with learning problem 	

Semester - I**Duration (16+2)****Course Code: MHP-712****Course Title: Curriculum Planning and Implementation. Credit Hours: 03 (1+2)**

Outcome	Instructional strategies	Assessment Tools	Weighting
1. Correlate educational theories (traditional and contemporary) that underpin health care professions education to improve educational processes for improved health care practices 2. Demonstrate specific skills to develop effective curriculum while addressing issues related to content, design and development. 3. Devise strategies for creating a conducive learning environment, for varying levels of learners, to impart evidence based health care knowledge and expertise promoting professional identity formation 4. Evaluate frame factors for curricular implementation 5. Critique a given curriculum and make recommendations for improvement in line with international/global best practices/standards	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard and Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%
		Essay Questions (End semester)	40%

TOS End Semester Examination; Curriculum Planning and Implementation

Weighting: 40%

Difficulty level: Moderate to hard Cognitive;

Application

Time 2 Hrs. (approx. 18 minutes/question)

Outcomes	Essay Questions (8) 10 marks each
<ul style="list-style-type: none">Correlate educational theories (traditional and contemporary) that underpin health care professions education to improve educational processes for improved health care practices	02
<ul style="list-style-type: none">Demonstrate specific skills to develop effective curriculum while addressing issues related to content, design and development.	02
<ul style="list-style-type: none">Devise strategies for creating a conducive learning environment, for varying levels of learners, to impart evidence based health care knowledge and expertise promoting professional identity formation	02
<ul style="list-style-type: none">Evaluate frame factors for curricular implementation	01
<ul style="list-style-type: none">Critique a given curriculum and make recommendations for improvement in line with international/global best practices/standards	01

Semester - I		Duration (16+2)	
Course Code: MHP-713			
Course Title: Assessment for			
learning Credit Hours: 03 (1+2)			
Outcome	Instructional strategies	Assessment Tools	Weighting
1. Derive (operational) definitions of the concept of assessment, the value, functions and purposes of assessment 2. Analyze the levels where assessment occurs and their relative benefits 3. Critically evaluate the role of assessment (formative and summative) in influencing student learning behavior and its contribution to enhancement of teaching. 4. Describe the importance of	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard an • d Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%

<p>feedback to both (formative and summative) aspects</p> <p>5. Identify and apply the principles of educational assessment in healthcare professions teaching.</p> <p>6. Critique the range of assessment tools that can be used in the effective delivery of health professional education on disadvantages and limitations</p> <p>7. Select appropriately to assess a range of skills, knowledge and attitudinal characteristics for assessment of curricular outcomes in different contexts</p> <p>8. Develop an assessment blueprint</p>		<p>Essay Questions (End semester)</p>	<p>40%</p>
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<p>9. Build effective classroom assessment practices</p> <p>10. Evaluate assessment strategies and assessment program on the basis of utility criteria</p> <p>11. Establish quality control criteria for effective classroom assessment/</p>			
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TOS End Semester Examination; Assessment for learning Weighting: 40% Difficulty level: Moderate to hard Cognitive; Application 2. Hrs (approx. 18 minutes/question)	
Outcomes	Essay Questions (8) 10 marks each
<ul style="list-style-type: none"> • Derive (operational) definitions of the concept of assessment, the value, functions and purposes of assessment 	01
<ul style="list-style-type: none"> • Analyze the levels where assessment occurs and their relative benefits 	01
<ul style="list-style-type: none"> • Critically evaluate the role of assessment (formative and summative) in influencing student learning behavior and its contribution to enhancement of teaching. 	01
<ul style="list-style-type: none"> • Describe the importance of feedback to both (formative and summative) aspects 	01
<ul style="list-style-type: none"> • Identify and apply the principles of educational assessment in healthcare professions teaching. 	01
<ul style="list-style-type: none"> • Critique the range of assessment tools that can be used in the effective delivery of health professional education disadvantages and limitations 	01
<ul style="list-style-type: none"> • Select appropriately to assess a range of skills, knowledge and attitudinal characteristics for assessment of curricular outcomes in different contexts 	01
<ul style="list-style-type: none"> • Develop an assessment blueprint 	01
<ul style="list-style-type: none"> • Build effective classroom assessment practices 	01
<ul style="list-style-type: none"> • Evaluate assessment strategies and assessment program on the basis of utility criteria 	01
<ul style="list-style-type: none"> • Establish quality control criteria for effective classroom assessment/ 	01

Semester - II		Duration (16+2)	
Course Code: MHP-721			
Course Title: Assessment of			
learning Credit Hours: 03 (1+2)			
Outcome	Instructional strategies	Assessment Tools	Weighting
1. Demonstrate the utility of an assessment tool by applying knowledge of <ol style="list-style-type: none"> a. Validity, types of validity evidence, factors influencing validity b. Reliability, types of reliability evidence, determining reliability, factors influencing reliability measures c. Feasibility/cost effectiveness d. Acceptability 2. Ensure ways of quality assurance in assessment 3. Formulate the assessment blueprint and table of specifications. 4. Comprehend Post hoc analysis, Difficulty index and Discriminatory index. 5. Distinguish among types of result declaration methods and suitable feedback processes. 6. Generate report of student scores	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard and Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%
		Essay Questions (End semester)	40%

TOS End Semester Examination; Assessment of learning

Weighting: 40%

Difficulty level: Moderate to hard

Cognitive; Application

Outcomes	Essay Questions (8) 10 marks each
1. Demonstrate the utility of an assessment tool by applying knowledge of <ol style="list-style-type: none">Validity, types of validity evidence, factors influencing validityReliability, types of reliability evidence, determining reliability, factors influencing reliability measuresFeasibility/cost effectivenessAcceptability	03
2.Ensure ways of quality assurance in assessment	01
3.Formulate the assessment blueprint and table of specifications.	01
4.Comprehend Post hoc analysis, Difficulty index and Discriminatory index.	02
5.Distinguish among types of result declaration methods and suitable feedback processes.	01
6.Generate report of student scores	

Semester - II

Duration (16+2)

Course Code: MHP-722

Course Title: Programme

Evaluation Credit Hours: 03 (1+2)

Outcome	Instructional strategies	Assessment Tools	Weighting
1. Distinguish among various approaches for program evaluation 2. analyze an evaluation report. Identify the gaps / weaknesses and suggest ways in which the evaluation could be made more rigorous. Justify your suggestions based on best evidence. 3. Critically evaluate a research paper with respect to main evaluation approach, design, and method of data collection and analysis. 4. Develop an evaluation plan of an academic program suited to the national context (inclusive of objectives, approach es, methodology, tools and assessment)	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard an d Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%
		Essay Questions (End semester)	40%

TOS End Semester Examination; Programme Evaluation	
Weighting: 40%	
Difficulty level: Moderate to hard	
Cognitive; Application	
Outcomes	Essay Questions (8) 10 marks each
1. Distinguish among various approaches for program evaluation	02
2. Analyze an evaluation report. Identify the gaps / weaknesses and suggest ways in which the evaluation could be made more rigorous. Justify your suggestions based on best evidence.	02
3. Critically evaluate a research paper with respect to main evaluation approach, design, and method of data collection and analysis.	02
4. Develop an evaluation plan of an academic program suited to the national context (inclusive of objectives, approaches, methodology, tools and assessment)	02

Semester - II

Duration (16+2)

Course Code: MHP-731

Course Title: Scholarship of Discovery in

Education Credit Hours: 03 (1+2)

Outcome	Instructional strategies	Assessment Tools	Weighting
1. Identify common approaches used for educational research and explore major theoretical perspectives underpinning each of approaches 2. Identify principles of conducting quantitative, quantitative and mixed method research 3. Explore and evaluate key methods of data collection and data analysis in medical education research 4. Identify ethical consideration and the steps for ensuring rigor in qualitative and quantitative research 5. Critique educational articles based on pre-determined criteria. 6. Conduct a comprehensive and methodical literature search 7. Identify steps for writing research proposal for a grant 8. Prepare a rigorous research proposal for thesis	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard and Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%
		Essay Questions (End semester)	40%

TOS End Semester Examination; Scholarship of Discovery in Education

Weighting: 40%

Difficulty level: Moderate to hard Cognitive;

Application

Outcomes	Essay Questions (8) 10 marks each
• Identify common approaches used for educational research and explore major theoretical perspectives underpinning each of approaches	1
• Identify principles of conducting quantitative, quantitative and mixed method research	1
• Explore and evaluate key methods of data collection and data analysis in medical education research	1
• Identify ethical consideration and the steps for ensuring rigor in qualitative and quantitative research	1
• Critique educational articles based on pre-determined criteria.	1
• Conduct a comprehensive and methodical literature search	1
• Identify steps for writing research proposal for a grant	1
• Prepare a rigorous research proposal for thesis	1

Semester - III		Duration (16+2)	
Course Code: MHP-723 Course Title: Leadership in Education Credit Hours: 03 (1+2)			
Outcome	Instructional strategies	Assessment Tools	Weighting
1. Differentiate various leadership styles and their application to varied leadership roles. 2. Identify their own leadership style and recognize the need to modify it to achieve desired goals. 3. Manage organizational change in a leadership role by setting goals, formulating mission statement and utilizing the change model. 4. Identify conflicting situations pre-emptively and demonstrate different strategies of conflict resolution in different contexts. 5. Exercise effective negotiation skills. 6. Plan and organize setting up of a new department by applying concepts of leadership. 7. Practice steps of team building for managing teams, delegating responsibilities appropriately and dealing with difficult people successfully for smooth running of the department/organization	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard and Moodle® • Online sessions 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%
		Essay Questions (End semester)	40%

TOS End Semester Examination: Leadership in Education

Weighting: 40%

Difficulty level: Moderate to hard Cognitive; Application

Outcomes	Essay Questions (8) 10 marks each
• Differentiate various leadership styles and their application to varied leadership roles.	01
• Identify their own leadership style and recognize the need to modify it to achieve desired goals.	01
• Manage organizational change in a leadership role by setting goals, formulating mission statement and utilizing the change model.	02
• Identify conflicting situations pre-emptively and demonstrate different strategies of conflict resolution in different contexts.	01
• Exercise effective negotiation skills.	01
• Plan and organize setting up of a new department by applying concepts of leadership.	01
• Practice steps of team building for managing teams, delegating responsibilities appropriately and dealing with difficult people successfully for smooth running of the department/organization	01

Semester - III

Duration (16+2)

Course Code: MHP-732

Course Title: Opportunities & Challenges of Contemporary Medical

Education Credit Hours: 03 (1+2)

Outcome	Instructional strategies	Assessment Tools	Weighting
1. Critically analyze local and global geopolitical and socioeconomic factors posing as trials and opportunities for contemporary medical education 2. Develop strategic plans to address challenges and effectively avail opportunities for enhancing quality of medical education. 3. Devise strategies to address gaps and inequities in the health system in view of its	<ul style="list-style-type: none"> • Interactive panel discussion with guest speakers • Hands-on activities • Group work • Role plays. • Self-study • Assignments • Online discussions on dashboard • Moodle® • Online sessions • Seminar 	Context Rich Questions/practical exercises (Participation and performance in interactive sessions/discussion board)	05%
		Critical questions (Sessional Exams)	10%
		Context Rich Questions/practical exercises (Mid semester Exam)	25%
		Critical Appraisal of literature, Context Rich Questions, presentations, practical tasks (Assignments)	20%

<p>increasing complexity and cost.</p> <p>4. Critique challenges due to new infectious, environmental, and behavioral risks consequent to rapid demographic and epidemiological changes threatening the health security.</p> <p>5. Evaluate multi-dimensional factors affecting relationship between learner resilience and educational support through mentoring and counseling.</p>		<p>Essay Questions (End semester)</p>	<p>40%</p>
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TOS End Semester Examination; Opportunities & Challenges of Contemporary Medical Education

Weighting: 40%

Difficulty level: Moderate to hard

Cognitive; Application

Outcomes	Essay Questions (8) 10 marks each
• Critically analyze local and global geopolitical and socioeconomic factors posing as trials and opportunities for contemporary medical education	02
• Develop strategic plans to address challenges and effectively avail opportunities for enhancing quality of medical education.	02
• Devise strategies to address gaps and inequities in the health system in view of its increasing complexity and cost.	1
• Critique challenges due to new infectious, environmental, and behavioral risks consequent to rapid demographic and epidemiological changes threatening the health security.	02
• Evaluate multi-dimensional factors affecting relationship between learner resilience and educational support through mentoring and counseling.	1

Semester - III		Duration (16+2)	
Course Code: MHP-733			
Course Title: Internship			
Credit Hours: 04 (0+4)			
Outcome	Instructional strategies	Assessment Tools	Weighting
<p>This 06 weeks' apprenticeship will require the students to find an attachment in the Department of Health Professions Education of a reputable institute. They will be expected to gain hands on experience of working to develop competenci expected a e from medical educationist. The following are a few areas in which hands-on activities may be undertaken at the institution</p> <ul style="list-style-type: none"> • Curriculum planning and evaluation • Assessment – pre and post Hoc • Conducting workshops for faculty development • Involvement in student teaching • Program evaluation • Developing courses 	<p>Hands on activities in a medical education department in a medical/dental institution.</p>	<p>The student will be evaluated on his This portfolio will include of all activities logs in which he/she was involved and a reflective write up of the same to identify his learning and how it would inform his practice.</p> <p>The supervisor of the institute will be countersign all logged in activities and provide a letter of recommendation and score the student on the rubric provided.</p>	100%

Semester - IV		Duration (16+2)
Course Code: MHP-799 Course Title: Research/ Thesis Credit Hours: 06(0+6)		
Outcome	Instructional strategies	
Masters students will have developed a research proposal by the end of the third semester. The research project will be continued in semester IV by the end of which the student will have defended his thesis and submitted the manuscript for publication to a high impact indexed journal.	<ul style="list-style-type: none"> • Interactive sessions • Hands-on activities • Group work • Self-study • Online discussions • Moodle® 	

Implementation and Evaluation plan

Admission Process:

Admission is announced in fall. After subject based written test, interviews and final selection, the session starts in spring.

Program Structure It is a two-year semester based program with two semesters in each year and three courses in each semester. Summer semester is dedicated for remedial.

Teaching-Learning Activities: A regular semester starts with an intensive week of interactive teaching learning activities which are later continued through weekly synchronous online session and distance-learning independent study to complete the assigned task. Last two semesters are mainly research oriented and require submission of research project. Faculty members from department of NUMS HPE as well as from various other institutions are invited for collaborative and inter-professional learning.

Internship: To ensure application of learned concepts, students are required to complete Internship in approved Department of Health Professions Education for a specified period of time.

Online learning management system (LMS)- Moodle is utilized to facilitate student learning and ensure technology enhanced innovative teaching.

Research Orientation: Two semesters focus on research, culminating in the submission of a research project. Summer Semester is utilized to enhance research capacity through hands on workshops

Student assessment: This is done through well-spaced sessional, quizzes, assignment and End of program exams. exam is conducted by university examination directorate.

Program Evaluation:

Evaluation is conducted through faculty and student feedback received after regular interval through quality assurance department. **Face to face sessions are evaluated through customized proformas developed by the department.**