

# IMPERIAL

WHO Collaborating Centre

Public Health Education and Training



## Advanced Academic Teaching Programme

2024

## **WHO Collaborating Centre for Public Health Education and Training**

Imperial College London

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The WHO Collaborating Centre for Public Health Education and Training, Imperial College London, was designated by the WHO Global Committee with the support of the British Government. The WHO Collaborating Centre is part of the Department of Primary Care & Public Health, School of Public Health, Faculty of Medicine, Imperial College London. It is currently involved in several major international projects supporting countries in their health system development, advancing academic institutions, enhancing the role of primary health care, strengthening human resource capacity including public health and clinical training and educational activities, enhancing institutional and individual quality and performance, addressing the escalating problem worldwide of non-communicable diseases, promoting public health principles and preparing countries for man-made and natural disasters through emergency preparedness and planning. The Centre's work focuses on health as complete physical, mental and social well-being and not merely the absence of disease. Our remit extends to many countries worldwide and includes all six WHO Regions. The Centre continues to

expand and has been increasingly active in strengthening primary care and public health through conference papers, workshops, networking, and publications. Research has continued into human resource development, service quality, patient safety and public engagement. Consultancy work has focused on health systems, human resources, capacity development, academic advancement and dissemination of good practice.

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# INTRODUCTION

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## Modern Medical and Health Academia



Medical and health professionals in academia are key players in preparing the next generation of medical and ancillary health professionals. They are entrusted to teach and deliver high-quality health and healthcare services. They also play a significant role in shaping the quality of care provided.

With the growing integration of digital health technologies, artificial intelligence (AI), and health literacy initiatives, academic institutions must equip their staff with the skills and competencies necessary to excel in modern curricula and cutting-edge research. Schools worldwide are now incorporating Academic Clinical Training programmes, ensuring that those with exceptional medical, dentistry, and nursing potential can further their academic and clinical skills.

## Imperial College London



Imperial College London, consistently ranked among the world's top five universities, has a reputation for excellence in teaching, research, and innovation. Its **interdisciplinary approach** combines fields like **medicine, technology, AI, and public health** to find real-world solutions that improve quality of life.

Building on its pioneering discoveries—such as penicillin and fibre optics—Imperial remains at the forefront of addressing today's pressing global health challenges, from tackling climate change to advancing **digital health** and **AI-driven healthcare solutions**. The College is instrumental in improving health systems globally through its **WHO Collaborating Centre for Public Health Education and Training**.

Imperial College London is fully committed to working with countries around the world to develop better health systems, preparing new generations of high-quality and competent health professionals, building capacities through human resource development and finding solutions to current health problems -- all aimed at improving the health of the populations and providing better health for all.

With that in mind, Imperial College London, through its [WHO Collaborating Centre for Public Health Education and Training | Faculty of Medicine | Imperial College London](#), has developed an innovative **Advanced Academic Training Course** for medical and health professionals in academia worldwide.

The course encapsulates various skills-development disciplines, including communication skills, students' assessment, master's and Ph.D. examinations and small-group learning. Modern teaching and research skills development is achieved through interactive learning and hands-on experience through highly advanced skill labs and attending undergraduate students' clinical teachings in primary care, community and hospital settings.

## Overall Aim and Learning Objectives

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The **overall aim** of the programme is to provide participants with an opportunity to build capacity in different areas of teaching and other educational roles (both at undergraduate and postgraduate levels), including research methodology of the highest standards currently practised in highly performing universities.

The programme aims to achieve the following expected learning objectives, where the participants will be able to:

1. Recognise modern medical undergraduate teaching and assessment, including problem-based learning and active learning, which is student-centred.
2. Recognise postgraduate education and training for higher education training programmes
3. Write a research proposal/ protocol; submit proposals for funding
4. Incorporate health literacy principles into teaching to improve patient engagement and health outcomes.
5. Design and conduct research projects that align with global academic standards, including writing and publishing in top-tier journals.
6. Integrate AI and digital health tools into medical education for enhanced teaching and student assessments.
7. Develop leadership and communication skills within academic institutions, including governance, finance, and stewardship.
8. Employ social media marketing techniques to promote public health initiatives and engage broader communities in health education.

## Learning Methods

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- Interactive learning based on case studies, exercises, problem-solving and role-play
- Observing teaching activities/sessions in class, skill labs, community and clinical settings
- Health Literacy Workshops: Explore how to empower patients through improved communication
- Attending assessments (early-stage assessments), Master Exams, and PhD exams
- Conducting Objective Structured Clinical Examination (OSCE) and Objective Structured Public Health Examination (OSPHE), Objective Structured Long Examination Record (OSLER), Mini-Clinical Evaluation Exercise, Direct Observation of Procedural Skills (DOPS), Mini-Peer Assessment tool (Mini-PAT)
- Setting up scenarios for Problem-Based Learning (PBL).
- Use of modern library (including electronic access to literature, information and data)
- Visiting clinical simulation centre and skill labs
- Practical sessions on writing high-impact papers and grant applications
- Social Media Strategy in Health: Engaging in health promotion via social media platforms.
- Meeting students and academics
- Assessing each candidate's learning and leadership styles
- Selected candidates are placed in the Health Service to observe clinical work



## Training Timetable

Over a couple of weeks, the following programme will be covering the following areas:

(It is to be noted that this is a draft form of the programme; Its final version will be provided nearer the time of the training)

<b>Week 1</b>			
<b>Day</b>	<b>AM</b>	<b>PM</b>	<i>Other activities</i>
Monday	Introduction Learning and Teaching in Higher Education (overview)	Introduction to Problem-Based Learning	
Tuesday	Learning Styles	Small Group Learning	
Wednesday	Clinical Teaching (Central Middlesex Hospital)	Clinical Teaching (Charing Cross Hospital)	
Thursday	Consultation Skills	Teaching in General Practice	Academic Visit: Royal College of General Practitioners
Friday	Teaching in Community Clinics	Community settings (Smoking cessation clinic)	
<b>Week 2</b>			
Monday	Clinical Teaching (Simulation Labs) Intelligence Learning	Emotional Intelligence	Students Lecture
Tuesday	Teaching Infrastructures and Settings	Modern libraries and their contribution to academic excellence	Visit to General Medical Council / National Institute for Clinical Excellence
Wednesday	eHealth and eLearning in Medicine Communication in Academia	Medical Management (prescribed and over-the-counter medicines)	Visit to Chelsea and Westminster Foundation Trust Pharmacy Department
Thursday	Postgraduate Education and Postgraduate Training (in 2 parts)	OSCE Exam	
Friday	OSPHE Exam	Objective Structures Long Examination Record (OSLER), Mini Clinical Evaluation exercise, Direct Observation of Procedural Skills, Case-based Discussion, Mini-Peer Assessment tool	

Week 3			
Monday	Workplace Clinical Assessment and Simulation Assessment, Role Play	PhD Mock Exam (early Assessment) PhD Mock Exam (Late and Final assessments) Master's Degree Exam (live observation of assessment) Students' feedback	
Tuesday	Research Design	Research Methods	
Wednesday	Systematic Review and Meta-Analysis Critical Appraisal	Selecting a Topic for Systematic Review	
Thurs	Health Literacy	Curriculum Development	Visit to British Medical Journal
Friday	Choosing Research Topics, Securing Research Funds	Writing a Paper Excel in publishing in top scientific journals	
Week 4			
Monday	Leadership in Healthcare and Health Education	Exercise: Situational Leadership: Assessing your academic leadership	
Tuesday	Presentation Skills (lecture, radio, TV, press release)- Exercise	Use of Audio- Visuals	
Wednesday	Clinical Sessions to Communicate	Academic Governance: Your responsibility and accountability	
Thursday	Teamwork	Competencies: CPD and Personal Development Plan	
Friday	Organisational and Institutional Responsibilities	Certificate Award Ceremony	

Programmes may change due to variations in speaker availability, clients' needs etc.; candidates and their tutors will be notified in advance.

## Fees

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The course fees will be outlined in the contract agreement with the client. Accommodation, subsistence and travel are not included in the course fees, and each participant is responsible for their expenses.

## Expected Outcomes

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The participant who completes the 140 hours course spread over four weeks is expected to be:

- Well-versed with modern curriculum concept
- Fully equipped with modern teaching methods
- Capable to assess undergraduate medical students
- Familiar with postgraduate education (Masters and PhDs and how to assess them: early, late and final assessments)
- Familiar with research methods
- Able to adopt skills as an educational leader in his/her field
- Aware of his/her professional developmental needs

Upon completion of the course, each candidate will receive a course certificate from the WHOCC Imperial College London.

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