About the Programmes

Overview

Health professions education aims to nurture professional practice. It integrates a core set of competencies to produce leaders and scholars in health professions education. It provides opportunities for learners to contribute in their institutions, addressing the national and regional priorities.

IMU Postgraduate Certificate, Postgraduate Diploma and Master Programmes in Health Professions Education are designed to fulfill the needs of the 21st century health professions educator. Their aim is to develop an in-depth understanding of educational theories, principles and values related to contemporary learning environment and assessment.

The successful candidates will be able to adapt and create effective health professions education at their workplace. Career opportunities include working in higher education institutions, public regulatory bodies, and health care service organisations.

The objectives of the three programmes are to provide the educators of health professionals (physicians, nurses, therapists, dentists, pharmacists and other health sciences professionals) with the capacity to implement and improve their educational programmes by informed decision making.

<table>
<thead>
<tr>
<th>PROGRAMMES / DURATION</th>
<th>COMMENCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full time:</strong></td>
<td>March</td>
</tr>
<tr>
<td>Postgraduate Certificate —</td>
<td>6 months - 2 years</td>
</tr>
<tr>
<td>Postgraduate Diploma —</td>
<td>1 - 3 years</td>
</tr>
<tr>
<td>Master —</td>
<td>2 - 4 years</td>
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<tr>
<td><strong>Part time:</strong></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate —</td>
<td>1 - 4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma —</td>
<td>1½ - 5 years</td>
</tr>
<tr>
<td>Master —</td>
<td>3 - 6 years</td>
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</tbody>
</table>
“The postgraduate programmes in Health Professions Education are multi-entry, multi-exit programme, designed to fulfil the needs of 21st Century Health Professions Educator. The programmes are suitable for anyone who is interested or involved in education, assessment, programme design and research in health professions education. The programmes aim to develop an in-depth understanding of educational theories, principles and values related to contemporary learning environment and assessment. The mixture of various teaching method through face to face and online sessions will enhance learners’ knowledge, professional credibility and confidence in teaching and training health professions students.

It equips the learner with the principles of education and their implementation in practice and will open a pathway to a higher degree in health professions education.”

A/PROF SARMISHTHA GHOSH — Programme Director - PGCHPE
BSc (Hons) (Calcutta), MSc (Calcutta), PhD (Calcutta), FAIMER, ESME, Cert. Med Edu (KEELE-FAIMER)

SITI SURIANI ABD RAZAK — Programme Director - PGDHPE and MHPE
BHSc (Adelaide), MSc Medical Education (USM)
## How Do the Programmes Work?

### Health Professions Education Programme Structure

IMU offers three HPE Programmes building on each other. PG Certificate comprises of five modules and after completing these modules, students are allowed to either exit the programme or continue to PG Diploma levels that offers additional three modules. Students who completed PG Diploma may continue to Master level with another additional two modules that focus on research project and dissertation.

<table>
<thead>
<tr>
<th>CERTIFICATE</th>
<th>DIPLOMA</th>
<th>MASTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - Educating the 21st Century Healthcare Professionals</td>
<td>Module 6 - Laying the Foundation of Research</td>
<td>Module 9 - Strengthening the Scholarship of Discovery</td>
</tr>
<tr>
<td>Module 2 - Theories and Methods of Learning and Teaching in Health Professions Education</td>
<td>Module 7 - Curriculum Planning and Evaluation</td>
<td>Module 10 - Dissertation</td>
</tr>
<tr>
<td>Module 3 - E-learning in Health Professions Education</td>
<td>Module 8a - Professionalism in Health Professions Education</td>
<td></td>
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<tr>
<td>Module 4 - Work Based Learning in Health Professions Education</td>
<td>Module 8b - Management and Leadership in Health Professions Education</td>
<td></td>
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<tr>
<td>Module 5 - Assessment and Feedback</td>
<td></td>
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</tr>
</tbody>
</table>

### Assessment

Assessment throughout the programme is based on online written assignments (case studies, critical reviews, peer feedback, reflection) and oral presentations. Feedback to learners will be provided throughout the programme to enhance performance. Approved research proposal by supervisors followed by project and presentation are mandatory components for obtaining a masters degree.

### Entry Requirements

<table>
<thead>
<tr>
<th>CERTIFICATE</th>
<th>DIPLOMA</th>
<th>MASTER</th>
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</thead>
<tbody>
<tr>
<td>A Bachelor’s Degree with a minimum CGPA of 2.5; or</td>
<td>A Bachelor’s Degree with a minimum CGPA of 2.5; or</td>
<td>A Bachelor’s Degree with a minimum CGPA of 2.5; or</td>
</tr>
<tr>
<td>A Bachelor’s Degree not meeting CGPA 2.5 must have at least 3 years of working experience; or</td>
<td>A Bachelor’s Degree not meeting CGPA 2.5 must have at least 5 years of working experience</td>
<td>A Bachelor’s Degree not meeting CGPA 2.5 must have at least 5 years of working experience</td>
</tr>
<tr>
<td>Other equivalent qualifications that are recognized in Malaysia</td>
<td>Pass PG Certificate in Health Professions Education; or</td>
<td>Other equivalent qualifications that are recognized in Malaysia</td>
</tr>
<tr>
<td></td>
<td>Pass the PG Certificate in Medical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other equivalent qualifications that are recognized in Malaysia</td>
<td></td>
</tr>
</tbody>
</table>

The curriculum is reviewed periodically and is subject to change.

## English Language Requirements

**For International Students**

1) IELTS : Band score 5.0; or 2) TOEFL (PBT) : Overall score of 410–413; or
3) TOEFL (IBT) : Overall score of 34; or
4) Cambridge English : Advanced (CAE) : Overall score of 160; or
5) Cambridge English : Proficiency (CPE) : Overall score of 180; or
6) Pearson Test of English (PTE) : Overall score of 36
Top: The well-equipped library in IMU supports students in their academic achievement.

Left: The importance of e-learning is recognised in this University.

Bottom: IMU Postgraduate Certificate, Postgraduate Diploma and Master Programmes in Health Professions Education are designed especially for health professionals who work in education.
Learn From Our Experienced Lecturers

**Prof Vishna Devi Nadarajah**  
BSc (Hons) (Mal), MHPE (Maastricht), PhD (Cambridge)

Prof Vishna is the Pro Vice Chancellor (Education) at IMU and also the Director of IMU Centre for Education (ICE). She graduated with a First Class Honours degree in Biochemistry from the University of Malaya (1994) and obtained her PhD at the University of Cambridge in the field of microbial biochemistry (2000). Her career pathway takes a major turn after she pursue her study and graduated with Masters in Health Professionals Education from Maastricht University in 2014.

She has published and presented research papers in both biomedical sciences and medical education, supervises research students and reviews for indexed and international journals. She is currently on the international editorial board of Medical Education journal. Her areas of expertise in health professional education are in Faculty development, Assessment and Innovative Teaching Learning methods.

**Prof Madawa Nilupathi Chandratilake**  
MBBS (Hons) (Colombo), MMEd (Dundee), PhD (Dundee)

Prof Madawa is the Professor in ICE. Prof Madawa completed his PhD in Medical Education from University of Dundee, United Kingdom. He was involved in curriculum development and evaluation of health professionals programme in various institution. He has also shared his experience and knowledge in many international conferences. His area of expertise in health professional education are in Faculty development, Assessment, Teaching and Learning and Research in Medical Education.

**Prof Shahid Hassan**  
MBBS (Karachi), DLO ENT(Karachi), MCPS ENT (Pakistan), MHPE (Maastricht)

Prof Shahid is the Professor in ENT attached to both School of Medicine and ICE. He obtained Masters in Health Professionals Education from Maastricht University. He has been consulting various local institution in developing and reviewing the medical curriculum. He is also actively involved in providing faculty development workshop. His area of expertise in health professions education is Assessment.
A/Prof Sarmishtha Ghosh
BSc (Hons) (Calcutta), MSc (Calcutta), PhD (Calcutta), Cert. Med Educ
(KEELE-FAIMER programme)

After several years working as physiologist and involved in the curriculum development
of health professionals programme, Dr Ghosh furthered her studies in health
professions education and recently obtained Certificate in Medical Education from
Keele-Faimer. Her areas of expertise in health professional education are in Faculty
development, Formative Assessment, Teaching and Learning and Curriculum Review.
She is now the Programme Director of Postgraduate Certificate in Health Professions
Education programme.

Ms Norul Hidayah Mamat @ Muhammad
M.Ed in Educational Psychology (USM), BHumSc. in Psychology (IIUM)

Ms Norul is a lecturer and Evaluation Coordinator attached to ICE. She is in the
midst of completing her PhD in Educational Psychology. She is a lifetime member of
Qualitative Research Association Malaysia and has received an appointment as MQA
Panelist for Educational Psychology. Her area of expertise are educational psychology
and qualitative research.

Ms Siti Suriani Abd Razak
BHSc (Adelaide), MSc Medical Education (USM)

Ms Siti is a lecturer attached to ICE and the Programme Director for Postgraduate
Diploma and Master in Health Professions Education programme. She graduated with
Bachelor of Health Science from University of Adelaide, Australia in 2012 and since
then has expressed interest in education. She continued her studies and graduated
with Master of Science (Medical Education) from Universiti Sains Malaysia in 2016. Her
area of expertise in health professions education are in Ethical Reasoning, Problem-
based learning and qualitative research.
Don’t Miss The Chance To Interact With Visiting Lecturers

Prof Richard Hays
Professor of Medical Education, Rural Clinical School, School of Medicine, Faculty of Health, University of Tasmania

A/Prof Ray Peterson
Associate Professor in Education and Innovation, School of Medicine, University of Adelaide

Prof Ian Wilson
Associate Dean: Learning & Teaching, School of Medicine, University of Wollongong, Australia

Professor Cees van der Vleuten
Professor of Education at Maastricht University, The Netherlands
Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences

Professor Trudie E. Roberts
Director
Leeds Institute of Medical Education
Ms Sharon Chan Min Hui,
MHPE Student

The PGHPE programme has added meaning to my career as an educator. Having taught pre-university programmes for many years, I am now able to apply what I learnt in PGHPE in my classroom. Being a Senior Lecturer in the Foundation in Science programme in IMU which aims to prepare students for their tertiary education in medical, pharmacy and health sciences programmes, the Health Professions Education has enabled me to teach in a more focused manner in preparing my students for their tertiary studies in health sciences. From the preparation of the curriculum to the teaching and learning activities to assessments, the PGHPE has prepared me well.

Dr Kok Yih Yih, PGDHPE
Graduate

The PGHPE programme has helped me to be a better teacher. After completing the PGDHPE, I am able to comprehend the theories behind teaching and learning, that can be translated into better practice of education. In addition, it has also given me confidence in conducting educational related research which is different from pure science studies.

Dr Pulikkotil Shaju Jacob
PGCHPE Graduate, Programme Director Bachelor of Dental Surgery

I am passionate about learning and understanding how students learn. This passion was further fuelled by IMU’s vision of becoming the best healthcare educator in Asia. IMU provided me with plenty of learning opportunities which I grabbed to update myself on newer learning methods and techniques. Each opportunity has led to another chance until I enrolled in Postgraduate Certificate of Health Professions Education course. This was a very comprehensive course. This course has been designed for the working teacher who could use the experiences and opportunities available to learn. All assignments were constructed so they can relate to the on-the-job experiences. The knowledge and skills gained from this course groomed me with a new set of competencies and had landed me the most important role; a programme director for Bachelor of Dental Surgery in the School of Dentistry. I am now thrilled as I can apply both knowledge and skills learned from the course and my previous experiences as an educator to conduct the programme effectively. I am now looking forward to enrol in Postgraduate Diploma level to learn more about health professions education.
Why Study Health Professions Education at IMU?

1. An Established Private Healthcare University

IMU is Malaysia’s first and most established private medical and healthcare university with over 27 years of dedicated focus in healthcare education. IMU achieved the SETARA-2017 Tier 6 status (Outstanding) under the Mature University category.

2. Flexible Learning Options

A carefully designed blend between onsite and online learning enables full-time working adults with the options to plan and fit their studies around their work, family and other commitments.

3. Contemporary Curriculum

The curriculum of this programme is carefully planned and aligned to meet the expectations in the field of health professions education. This would offer great career advancement as a health professional in academia, research institutes, clinical setting or industries worldwide. It would also pave the way into furthering studies into PhD in HPE.

4. Various Teaching Methods

Various teaching methods via face to face and online sessions with local and international experts in the field.
How Much Does It Cost?

Health Professions Education Programme Fees

FEES OVERVIEW

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount (RM)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Malaysian Student</td>
<td>International Student</td>
<td></td>
</tr>
<tr>
<td>Application Fee</td>
<td>150</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Registration Fee</td>
<td>1,100</td>
<td>3,400</td>
<td></td>
</tr>
<tr>
<td>Refundable Caution Deposit</td>
<td>2,000</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Student Association Fee per Semester</td>
<td>40</td>
<td>40</td>
<td></td>
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</tbody>
</table>

• Application fee is payable upon submission of application.
• Registration fee and refundable caution deposit are payable upon acceptance of the offer letter issued by the IMU Admissions Office.

TUITION FEE

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Masters</th>
<th>Total (RM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaysian Student</td>
<td>12,000</td>
<td>12,000</td>
<td>13,800</td>
</tr>
<tr>
<td>International Student</td>
<td>16,000</td>
<td>16,000</td>
<td>17,800</td>
</tr>
</tbody>
</table>

*Subject to number of credits registered per semester

All fees quoted are in Ringgit Malaysia unless stated otherwise.

All IMU alumni who are self-funding their postgraduate studies and meet the eligibility criteria will be eligible for a reduction in tuition fees.
## Programmes at IMU

### Pre-University
- **Foundation in Science**
  KPT/JPT[R/010/3/0186]09/2023

### Undergraduate
- **Medicine**
  KPT/JPT[R/721/6/0033]09/2026
- **Psychology**
  KPT/JPT[R/311/6/0013]09/2022
- **Dentistry**
  KPT/JPT[R/724/6/0010]01/2023
- **Pharmacy**
  KPT/JPT[R/727/6/0050]09/2026
- **Pharmaceutical Chemistry**
  KPT/JPT[R/442/6/0003]01/2023
- **Dietetics with Nutrition**
  KPT/JPT[R/726/6/0021]09/2022
- **Nutrition**
  KPT/JPT[R/726/6/0011]06/2022
- **Biomedical Science**
  KPT/JPT[R/421/6/0011]09/2022
- **Medical Biotechnology**
  KPT/JPT[R/545/6/0014]09/2022
- **Chiropractic**
  KPT/JPT[R/726/6/0054]08/2026
- **Chinese Medicine**
  KPT/JPT[R/721/6/0059]01/2027
- **Nursing**
  KPT/JPT[R/723/6/0125]04/2020
- **Nursing Science**
  (for registered nurses)
  KPT/JPT[R/723/6/0101]01/2024

### Postgraduate
- **Acupuncture (MSc)**
  KPT/JPT[N/721/7/0071]03/2022
- **Analytical & Pharmaceutical Chemistry (MSc)**
  KPT/JPT[R-CDL/442/7/0001]01/2022
- **Business Administration in Healthcare Management**
  (Postgraduate Certificate/Master)
  KPT/JPT[N/345/7/7082]09/2023
  KPT/JPT[N/345/7/1085]10/2023
- **Diabetes Management & Education**
  (Postgraduate Diploma)
  KPT/JPT[N/726/7/0030]02/2023
- **Health Professions Education (HPE)**
  (Postgraduate Certificate/Postgraduate Diploma/Master)
  KPM/JPT[N/145/7/0066]09/2020
  KPM/JPT[N/145/7/0064]09/2020
  KPM/JPT[N/145/7/0070]09/2020
- **Implant Dentistry (Postgraduate Diploma)**
  KPT/JPT[R/724/7/0019]06/2021
- **Molecular Medicine (MSc)**
  KPT/JPT[R/545/7/0078]07/2022
- **Pharmacy Practice (Master)**
  KPT/JPT[R/727/7/0051]03/2024
- **Public Health (MSc)**
  KPT/JPT[R/720/7/0077]09/2020
- **Medical & Health Sciences**
  (MSc & PhD by Research)
  KPT/JPT[R/721/8/0043]01/2020
  KPT/JPT[R/720/7/0049]06/2026

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