School of Life and Medical Sciences

Title of Programme: Medical Education and Medical Simulation

Programme Code: **LMMEMSM**

# Programme Specification

This programme specification is relevant to students entering:
27 September 2021

Associate Dean of School (Academic Quality Assurance):
Sherael Webley

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

**Summary of amendments to the programme**

| Date | Section | Amendment |
|---|---|---|
| 09/04/2021 | Section 1 | Removal of the wording 'PG Cert in Patient Safety and Human Factors' |
| 09/04/2021 | Section 1 C | Table containing the intended learning outcomes for the PG Cert in Patient Safety and Human Factors |
| 09/04/2021 | Section 1 D | Information re the programme structures, features, levels, modules, and credits re the PG Cert in Patient Safety and Human Factors |
| 09/04/2021 | Section 1 D | Table 1a(iii) amended to remove PG Cert in Patient Safety and Human Factors from outline programme structure |
| 09/04/2021 | Section 1 D | Table 1b(ii) amended to remove PG Cert in Patient Safety and Human Factors from final awards |
| 09/04/2021 | Section 1 G | Table 2b amended to remove PG Cert in Patient Safety and Human Factors from intended learning outcomes |
| 09/04/2021 | Section 2 | PG Cert in Patient Safety and Human Factors removed from the table referring to programme management MSc Health & Medical Simulation |

If you have any queries regarding the changes, please email AQO@herts.ac.uk

# Programme Specification Master of Science Health and Medical Education / Health and Medical Simulation

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

| | |
|---|---|
| **Awarding Institution/Body** | University of Hertfordshire |
| **Teaching Institution** | University of Hertfordshire |
| **University/partner campuses** | College Lane |
| **Programme accredited by** | Not Applicable |
| **Final Award (Qualification)** | MSc, PG Cert |
| **All Final Award titles (Qualification and Subject)** | MSc Health and Medical Education<br>PG Cert Health and Medical Education<br>MSc Health and Medical Simulation |
| **FHEQ level of award** | 7 |
| **Language of Delivery** | English |

## A. Programme Rationale

A Master of Health and Medical Education programme has been running since the academic year 2006/7, and the MSc Health and Medical Simulation since 2010/11. The students are from a range of health and care professional backgrounds. These students have included medical doctors, nurses, midwives and allied health professionals. It's useful to note that a wide range of health professionals have accessed the programme, for example: simulation educators, critical care outreach nurses and resuscitation officers.

The Master of Science (MSc) Health and Medical Education and Master of Science (MSc) Health and Medical Simulation programmes have been developed to meet the needs of practitioners with a special interest in medical education or simulation-based medical education whilst benefiting from shared, inter-professional learning.

Each pathway is aimed at practitioners wanting to undertake further specialist development and expand their career aspirations in either medical education or simulation-based medical education, providing an inter-professional and intra-professional workforce focus.

## Master of Science Health and Medical Education

This programme has been developed to prepare clinicians and health and care professionals for their role as clinical educators and assessors. It is intended to develop skills in providing education within the working environment. It provides inter-professional working opportunities for the study of key aspects of medical education. It is useful for any medical, health or social care professional with an interest in developing their education knowledge and skills.

This programme offers maximum flexibility and choice for busy health professionals. The content is delivered through a combination of classroom-based sessions, e-learning and work-based learning. There are both compulsory (mandatory) and optional modules. Additionally, individual modules are available to those with an interest in a specific educational area. Modules in a range of innovative and globally emerging medical education trends are offered and the master's level programme prepares students for doctoral level study. This programme is developing a national (and international) standing and students from all parts of the UK, EU and global communities access this exciting and pioneering medical education course.

## Master of Science Health and Medical Simulation

This innovative and contemporary programme is designed to prepare medical doctors and other healthcare professionals with a specialist interest in simulation based medical simulation. In the context of technology enhanced learning, the Department of Health is committed to promoting simulation based medical education as a means of increasing patient safety through the reduction of medical error and harm.

In addition to being a highly sought-after method of learning and teaching, clinical simulation (both high and low fidelity) is seen as an effective method of reducing clinical risk. This programme will provide students with the skills to maximize the use of simulation based medical education, act as consultants in building their own simulation provision and the use of simulation as a teaching tool in order to enhance the knowledge, skills and experiences of others.

Postgraduate Medicine has been highly evaluated for its standard of teaching and student support and students will benefit from using an expanding range of simulation facilities supported by expert academic, clinical staff and technical staff.

## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

## Master of Science Health and Medical Education

**Additionally, *this* programme aims to:**

- Develop a systematic advanced knowledge of the application of health and medical education to practice, specifically in the context of multi-professional and inter-professional working, in the contemporary healthcare setting.
- Develop a systematic advanced knowledge and application of key educational issues, theories and trends in contemporary health and medical education.
- Develop the ability to critically analyse contemporary complex educational issues, theories and trends in health and medical education.
- Develop the appropriate methods of enquiry and skills required to research and advance practice in health and medical education, using an in-depth, current and relevant evidence base.

## Master of Science Health and Medical Simulation

**Additionally, *this* programme aims to:**

- Provide students with the knowledge and skills required to utilise high, medium and low fidelity simulation as a training and educational tool in order to improve the knowledge, skills and experiences of others.
- Enable students to empower others to transfer learning acquired in simulation scenarios to the workplace in order to increase patient safety and improve the quality of services.
- Evaluate the effectiveness of their teaching in simulation settings on the knowledge and skills of other health care practitioners in order to increase patient safety and improve the quality of services.
- Critically appraise best evidence in order to inform and develop practice in simulation based medical education

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

## Master of Science Health and Medical Education

| Knowledge and Understanding of: | Teaching/learning methods & strategies | Assessment |
|---|---|---|
| A1. Key historical concepts of medical education and education theory.<br><br>A2. Current debates and possible future trends in education and medical education.<br><br>A3.A deep and systematic understanding of medical education within own practice.<br><br>A4. The links between these educational and medical educational theories and practice.<br><br>A5. Issues surrounding global medical education and relevance to own practice. | Acquisition of knowledge and understanding is through a combination of traditional, taught lectures with online and multimedia support and via a combination of lectures (A1 and A3-A5), small group work A1 and A2), online tutorial support and critical reflection (A4-A5).<br><br>Additional support is provided through 'how to' videos and tutorials. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. | Knowledge and understanding are assessed through a combination of written assignment (A1-A2 and A5) and critical and reflective analysis (A1-A5). |
| **Intellectual skills:** | **Teaching/learning methods & strategies** | **Assessment** |
| B1. Independently source appropriate medical education evidence from a range of sources.<br><br>B2. Critically appraise relevant, contemporary (and possibly | Some intellectual skills are developed through methods and strategies outlines in section A, above.<br><br>Analysis, problem solving and modelling skills (B1-B5), In addition, | Intellectual skills are assessed through critical reflection and examination of own practice, using ethical frameworks and boundaries. These skills are assessed via written assignment (B1-B5) |

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| contradictory) research medical education evidence.<br><br>B3. Develop critical responses to medical education issues.<br><br>B4. Incorporate a critical ethical dimension to own and others' teaching and learning practice.<br><br>B5. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical education. | B4 is further developed using ethical frameworks and analyses.<br><br>Throughout, the learner is strongly encouraged and supported to develop intellectual skills further by independent study | based on own practice and analysis of current, relevant literature. |
| Practical skills: | Teaching/learning methods & strategies | Assessment |
| C1. Plan and deliver a teaching session, including writing a lesson plan.<br><br>C2. Assess and give feedback for a teaching session.<br><br>C3. Produce original critical reports on medical education theories and practice.<br><br>C4. Use Information Communication and Technology to support learning and teaching.<br><br>C5. Construct, select, organize and run high and low fidelity learning sessions. | Practical skills are developed through observed teaching session(s) (C1) and assessment feedback (C2).<br><br>ICT skills are developed using ICT learning tools (C4) and learning events (C5).<br><br>Throughout, the learner is expected to consolidate their development of practical computing and ICT skills by use of online learning opportunities and literature searches and analyses. | Practical skills are assessed through observed and self-analysis of teaching session(s) (C1) and critically analysed feedback (C2). Formation and evaluation of ICT and simulation tools are evaluated (A4-5) and written assignments are assessed against level 7 criteria (C3). |
| Transferable skills: | Teaching/learning methods & strategies | Assessment |
| D1. Critically reflect on own practice and learning to enhance lifelong learning.<br><br>D2. Demonstrate the importance of highly-developed intra and inter-disciplinary communication<br><br>D3. Operate as an effective leader or team member as part of an inter- professional, multi-agency team that can clarify roles & responsibilities<br><br>D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available | Transferable skills are developed through written reports and analyses (D1-D2) and individual and group work, both online and face-to-face (D3).<br><br>In addition, the preparation for higher-level study is developed using research ready projects (D4).<br><br>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. | Transferable skills are assessed through a range of written and practical assessments built into the curriculum (D1-D4). These include critical analyses of practical sessions. |

## Postgraduate Certificate Health and Medical Education

| Knowledge and Understanding of: | Teaching/learning methods & strategies | Assessment |
|---|---|---|
| A1. Key historical concepts of medical education and education theory.<br><br>A2. Current debates and possible future trends in education and medical education.<br><br>A4. The links between these educational and medical educational theories and practice. | Acquisition of knowledge and understanding is through a combination of traditional, taught lectures with online and multimedia support and via a combination of lectures (A1-A2 and A4), small group work A1 and A2), online tutorial support and critical reflection (A4).<br><br>Additional support is provided through 'how to' videos and tutorials. | Knowledge and understanding are assessed through a combination of written assignment (A1-A2 and A4) and critical and reflective analysis (A1-A2 and A4). |
| **Intellectual skills:** | **Teaching/learning methods & strategies** | **Assessment** |
| B1. Independently source appropriate medical education evidence from a range of sources.<br><br>B3. Develop critical responses to medical education issues. | Some intellectual skills are developed through methods and strategies outlines in section A, above. Analysis, problem solving and modelling skills (B1 and B3),<br><br>Throughout, the learner is strongly encouraged and supported to develop intellectual skills further by independent study | Intellectual skills are assessed through critical reflection and examination of own practice, using ethical frameworks and boundaries. These skills are assessed via written assignment (B1 and B3) based on own practice and analysis of current, relevant literature. |
| **Practical skills:** | **Teaching/learning methods & strategies** | **Assessment** |
| C1. Plan and deliver a teaching session, including writing a lesson plan.<br><br>C2. Assess and give feedback for a teaching session.<br><br>C3. Produce original critical reports on medical education theories and practice. | Practical skills are developed through observed teaching session(s) (C1) and assessment feedback (C2).<br><br>Throughout, the learner is expected to consolidate their development of practical computing and ICT skills by use of online learning opportunities and literature search and analysis. | Practical skills are assessed through observed and self-analysis of teaching session(s) (C1) and critically analysed feedback (C2). Written assignments are assessed against level 7 criteria (C3). |
| **Transferable skills:** | **Teaching/learning methods & strategies** | **Assessment** |
| D1. demonstrate the importance of highly-developed intra and inter-disciplinary communication<br><br>D2. Critically reflect on own practice and learning to enhance lifelong learning.<br><br>D3. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available | Transferable skills are developed through written reports and analyses (D1-D2) and individual and group work, both online and face-to-face (D3).<br><br>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence. | Transferable skills are assessed through a range of written and practical assessments built into the curriculum (D1-D3). These include critical analyses of practical sessions. |

## Master of Science Health and Medical Simulation

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

| Knowledge and Understanding of: | Teaching/learning methods & strategies | Assessment |
|---|---|---|
| A1.A range of educational concepts, theories and frameworks applicable to medical and healthcare practice.<br><br>A2. The evidence base for the use of models of debriefing applicable to simulation based medical education in the planned development of health care professionals.<br><br>A3. Leadership and innovation in the provision of inter-professional, multi-agency and multidisciplinary simulation based medical education.<br><br>A4. The physical, social and emotional factors affecting the ability to learn in simulated and other educational settings<br><br>A5. The ethical and governance issues in simulation education and training in relation to professional practice and patient safety. | Acquisition of knowledge and understanding (A1-A5) is through a combination of interactive lectures, online multimedia support, small group work, tutorial support and critical reflection.<br><br>The learner is encouraged to undertake independent study to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.<br><br>Work related experience will also be utilized in order to ensure that scenarios used for simulation training and education are current and based on practice. | Knowledge and understanding (A1-A5) are assessed through a combination of critical and reflective analysis (written assignment) and in provision of an appropriate simulation scenario. |
| **Intellectual skills - able to:** | **Teaching/learning methods & strategies** | **Assessment** |
| B1. Critically evaluate and synthesize the evidence and literature base underpinning simulation based medical education and apply the conclusions to simulation based medical education programmes.<br><br>B2. Critically evaluate personal performance and the performance of others in order to enhance professional practice, team working and patient safety.<br><br>B3. Critically evaluate research/evidence in the field of simulation and its application to practice, with a view to generation of new research | Intellectual skills are developed through the methods and strategies outlined in Section A above. Critical analysis and problem-solving skills are further developed through small group work, tutorial support and formative assessment. B2 will be taught through simulation, which is recorded, and subject to multisource debriefing and feedback.<br><br>Throughout, the learner is encouraged to develop intellectual skills further by independent study. | Intellectual skills are assessed through a combination of coursework (including essay, portfolio and project work), demonstrations of simulation teaching and assessing with supporting material. |

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| questions/professional perspectives/educational approaches.<br><br>B4. Critically appraise and prioritize training and educational interventions in terms of their effectiveness, efficiency and economy in order to ensure best use of resources.<br><br>B5. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical simulation | | |
| Practical skills - able to: | Teaching/learning methods & strategies | Assessment |
| C1. Construct, select, organize and run an authentic simulation scenario to an appropriate participant.<br><br>C2. Select and operate appropriate simulation equipment matched to the learning outcomes of a simulation session.<br><br>C3. Demonstrate effective and sensitive debriefing skills.<br><br>C4. Demonstrate ethically sound practice in relation to performance and professional practice. | Practical skills are developed through debriefing and feedback on the use of simulation facilities in the medical simulation unit; through role-play and through role modelling teaching and learning by faculty. | Practical skills are assessed through the conduct of a simulation session, which are designed and run by the student. |
| Transferable skills - able to: | Teaching/learning methods & strategies | Assessment |
| D1. Critically reflect on own practice and learning to enhance lifelong learning.<br><br>D2. demonstrate the importance of highly-developed intra and inter-disciplinary communication<br><br>D3. operate as an effective leader or team member as part of an inter- professional, multi-agency team that can clarify roles & responsibilities<br><br>D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available | Transferable skills are developed through the methods and strategies outlined in A, B, and C above.<br><br>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. | Transferable skills are assessed through the methods and strategies outlined in A, B and C above. |

## D. Programme Structures, Features, Levels, Modules, and Credits

## Master of Science Health and Medical Education

The programme is offered in full time (12 - 14 months) and part time (2-5 years) modes, also as individual modules, with intakes in Semester A or B, and leads to the award of a Master of Science Health and Medical Education. Entry is normally at level 7. Intake is typically Semester A and / or Semester B.

## Master of Science in Health and Medical Simulation

The programme is offered in full time (12 - 14 months) and part time (2-5 years) modes, also as individual modules, with intakes in Semester A or B, and leads to the award of a Master of Science Health and Medical Simulation. Entry is normally at level 7. Intake is typically Semester A and / or Semester B.

## Postgraduate Certificate Health and Medical Education

The award is offered in full time (4 months) and part time modes (18 months) and leads to the award of Postgraduate Certificate Health and Medical Education. Entry is normally at level 7. Intake is typically Semester A and / or Semester B.

### Programme Structures

The programme structure and progression information below, Tables 1a (i, ii) are provided for the awards associated with Health and Medical Education. Tables 1a (iii, iv) are provided for the awards associated with Health and Medical Simulation

Any interim awards for Health and Medical Education are identified in the Table labelled 1b (i) and, for the Health and Medical Simulation pathway, in Table 1b (ii).

The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Tables 2a (in section 2) identifies where each learning outcome is assessed for the Health and Medical Education pathways and Table 2b identifies where each learning outcome is assessed for the Health and Medical Simulation pathways.

#### Professional and Statutory Regulatory Bodies
N/A

#### Work-Based Learning, including Sandwich Programmes
A work-based learning module as an option for some awards

Table 1a Outline Programme Structure

## Outline Master of Science Health and Medical Education Programme Structure

Table 1a(i) Outline Programme Structure

### Master of Science Health and Medical Education

**Mode of study:** Full time; Part time
**Entry point:** Semester A or Semester B

| Compulsory Modules | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|---|---|---|---|---|---|---|---|
| **Minimum 60 credits from:** | | | | | | | |
| Health and Medical Education in the Workplace | 7LMS0165 | 30 | English | 0 | 100 | 0 | A |
| **AND** | | | | | | | |
| Clinical Supervision in Medical Practice | 7LMS0166 | 30 | English | 0 | 100 | 0 | B |
| **Plus 60 credits from:** | | | | | | | |
| Evidence Based Practice | 7LMS0251 | 30 | English | 0 | 100 | 0 | A, B |
| **AND** | | | | | | | |
| Service Development Project | 7LMS0266 | 30 | English | 0 | 100 | 0 | A, B, C |
| **Optional Modules** | | | | | | | |
| **Plus 60 credits from:** | | | | | | | |
| Technology Enhanced Learning | 7LMS0182 | 30 | English | 0 | 100 | 0 | A |
| Health Technology and Innovation | 7LMS0176 | 30 | English | 0 | 100 | 0 | A, B |
| Core Competencies Medical Practice | 7LMS0159 | 30 | English | 0 | 100 | 0 | A, B |
| Leadership in Practice | 7LMS0158 | 30 | English | 0 | 100 | 0 | B |
| Work Based Learning | 7LMS0157 | 30 | English | 0 | 100 | 0 | A, B, C |

The award of a Master of Science Health and Medical Education requires 180 credit points passed at level 7, 120 credits will be taken from compulsory modules. Students must also pass 60 credits from optional modules.

Table 1a(ii) Outline Programme Structure

## Postgraduate Certificate Health and Medical Education

**Mode of study** Full time; Part time
**Entry point** Semester A or Semester B

| Compulsory Modules | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|---|---|---|---|---|---|---|---|
| Health and Medical Education in the Workplace **AND** | 7LMS0165 | 30 | English | 0 | 100 | 0 | A |
| Clinical Supervision in Medical Practice | 7LMS0166 | 30 | English | 0 | 100 | 0 | B |
| **Or** | | | | | | | |
| Evidence Based Practice | 7LMS0251 | 30 | English | 0 | 100 | 0 | A, B |

The award of a Postgraduate Certificate Health and Medical Education requires 60 credit points passed at level 7. Credits must be taken from the modules listed above.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

| Final Award | Award Title | Minimum requirements | Available at end of (normally): | Programme Learning Outcomes developed (see above) |
|---|---|---|---|---|
| Master of Science | Health and Medical Education | 180 credit points at level 7 | 3 Semesters (full-time)<br>6 Semesters (part-time) | All programme learning outcomes (see Table 2) |
| Postgraduate Certificate | Health and Medical Education | 60 credit points at level 7 including Health & Medical Education in the Workplace **and** Clinical Supervision **or** Evidence based Practice | 1 Semester (full-time)<br>2 Semesters (part-time) | A1, A2, A4, B1, B3, C1, C2, C3, D1, D2, D3 |

| Interim Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|---|---|---|---|---|
| Postgraduate Diploma | Health and Medical Education | 120 credit points at level 7 including Health & Medical Education in the Workplace, Clinical Supervision, Evidence based Practice | 2 Semesters (full-time)<br>4 Semesters (part-time) | A1, A2, A3, A4, B1, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4 |

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

# Master of Science Health and Medical Simulation

The programme is offered in full time (12 - 14 months) and part time (2-5 years) modes, also as individual modules, with intakes in Semester A or B, and leads to the award of a Master of Science Health and Medical Simulation. Entry is normally at level 7. Intake is typically Semester A and / or Semester B.

## Programme Structure

The programme structure and progression information below, Tables 1a(iii) and 1a(iv), Table 1b(ii) is provided for the awards, including interim awards.

## Outline Health and Medical Simulation

### Table 1a(iii) Outline Programme Structure

### Master of Science Health and Medical Simulation

**Mode of study:** Full time; Part time
**Entry point:** Semester A or Semester B

| | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|---|---|---|---|---|---|---|---|
| **Compulsory Modules** | | | | | | | |
| **Minimum 60 from Credits from:** | | | | | | | |
| Health and Medical Simulation: Design and Delivery | 7LMS0163 | 30 | English | 0 | 70 | 30 | A |
| **AND** | | | | | | | |
| Medical Emergencies and Human Error: Managing Risk and Improving Services | 7LMS0164 | 30 | English | 0 | 0 | 100 | B |
| **Plus 60 credits from:** | | | | | | | |
| Evidence Based Practice | 7LMS0251 | 30 | English | 0 | 100 | 0 | A, B |
| **AND** | | | | | | | |
| Service Development Project | 7LMS0266 | 30 | English | 0 | 100 | 0 | A, B, C |
| **Optional Modules** | | | | | | | |
| **60 Credits from:** | | | | | | | |
| Leadership in Practice | 7LMS0158 | 30 | English | 0 | 100 | 0 | B |
| Work Based Learning | 7LMS0157 | 30 | English | 0 | 100 | 0 | A, B, C |
| Technology Enhanced Learning | 7LMS0182 | 30 | English | 0 | 100 | 0 | A |
| Health and Medical Education in the Workplace | 7LMS0165 | 30 | English | 0 | 100 | 0 | A |

The award of a Master of Science Health and Medical Simulation requires 180 credit points passed at level 7, 120 credits will be taken from compulsory modules. Students must also pass 60 credits from optional modules.

### Table 1a(iv) Outline Programme Structure

Table 1b(ii) Final and interim awards available

| Final Award | Award Title | Minimum requirements | Available at end of (normally): | Programme Learning Outcomes developed (see above) |
|---|---|---|---|---|
| Master of Science | Health and Medical Simulation | 180 credit points at level 7 | 3 Semesters (full-time)<br>6 Semesters (part-time) | All programme learning outcomes (see Table 2) |

| Interim Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|---|---|---|---|---|
| Postgraduate Diploma | Health and Medical Simulation | 120 credit points at level 7 including Health & Medical Simulation, Medical Emergencies & Human Error and Evidence-Based Practice. | 2 Semesters (full-time)<br>4 Semesters (part-time) | A1, A2, A3, A4 A5, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4 |
| Postgraduate Certificate | Health and Medical Simulation | 60 credit points at level 7 7 including Health & Medical Simulation **and** Medical Emergencies & Human Error **or** Evidence-Based Practice | 1 Semester (full-time)<br>2 Semesters (part-time) | A1, A2, A3, B1, B2, B3, C1, C2, C3, C4, D1, D2, D3, D4 |

The outcomes of the Interim Postgraduate Certificate Health and Medical Simulation are dependent on specific module completion. For learning outcomes addressed by specific modules please refer to Table 2b.

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 *(delete as applicable)* and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

### Master of Science Health and Medical Education

- Modules with a generic focus e.g. Evidence Based Practice (7LMS0251), Healthcare Disciplines Project (7LMS0160), must relate to Health and Medical Education according to the discipline of the student and fulfil at least three of the overall learning outcomes of the programme.
- Students must pass all compulsory modules for the programme on which they are registered in order to obtain the relevant interim or final award.

## E. Management of Programme & Support for student learning

### Management

The programme is managed and administered through:

- An Associate Dean of Academic Quality Assurance
- A Head of Department
- A programme tutor who is responsible for the day to day management and admissions to the course
- A school administrator to deal with day to day administration associated with the programme
- A programme committee, the membership of which includes:
  - Admissions tutor
  - Programme leader
  - Programme administrator
  - Module leader(s)
  - Student representative(s)
  - Representative from Learning and Information Services
  - Representative(s) from practice.

## Support

Students are supported by:

- A named programme leader
- Guided student-centred learning using StudyNet
- Access to a range of online literature and search databases
- A range of videos intended to support learning
- The Students' Union
- Student representatives on programme committees
- A designated programme administrator
- An induction at the beginning of the programme
- Additional English support from an English Language Department
- An extensive Learning Resources Centre, incorporating a library and computer centre
- A substantial Student Centre that provides advice on issues such as finance, University regulation, legal matters, accommodation, international student support, etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery
- Medical Centre
- A Mathematics drop-in Centre
- A School Disabled Student Coordinator
- An Equal Opportunities Officer
- A Careers Employment & Enterprise service

## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- University of Hertfordshire Course website: http://www.herts.ac.uk/courses/
- QAA Benchmark Statement website: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- SEEC Credit Level Descriptors for Further and Higher Education (2016): http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf
- External Quality Review report website: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU
- Professional or Statutory Regulatory Body information (Higher Education Academy): https://www.heacademy.ac.uk
- UNISTATS website: http://www.unistats.com/
- University of Hertfordshire Academic Quality Office website:

(StudyNet → Staff → Department Lists → Academic Quality Office)

- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: http://sitem.herts.ac.uk/secreg/upr/AS14.htm
- Learning and Teaching Policy and Graduate Attributes, UPR TL03: http://sitem.herts.ac.uk/secreg/upr/TL03.htm
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: http://sitem.herts.ac.uk/secreg/upr/SA03.htm
- Academic Quality, UPR AS17: http://sitem.herts.ac.uk/secreg/upr/AS17.htm
- Index of UPRs for students: http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument
- School Disclosure and Barring Procedure http://www.studynet2.herts.ac.uk/crb/co/website84.nsf/Search?openagent=null&search=dbs
- School Confidentiality Policy http://www.studynet2.herts.ac.uk/crb/co/website84.nsf/Search?openagent=null&search=confidentiality
- School Practice Complaints Policy http://www.studynet1.herts.ac.uk/crb/co/website84.nsf/Teaching+Documents?OpenView&count=9999&restricttocategory=Academic+Quality/School+Policies
- School Fitness to Practise policy http://www.studynet2.herts.ac.uk/crb/co/website84.nsf/Search?openagent=null&search=fitness+to+practice

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

## Other information relevant to the programme

# Master of Science Health and Medical Education

This programme is intended for a medical and inter-professional market in health fields such as doctors, dentists, paramedics, physiotherapists, radiographers, midwives, pharmacists, advanced care practitioners and nurses. The programme is therefore designed to be flexible to fit in with work commitments. In addition, the learning outcomes for the postgraduate certificate reflect the Higher Education Academy Professional Standards Framework to Fellow level and all standard areas of the Academy of Medical Educators.

Full attendance or online engagement is strongly encouraged, promoted through innovative timetabling and increased use of blended learning materials where appropriate but a minimum of 80% attendance is required. Attendance and engagement of students will be monitored and reported back to relevant authorities.

## Master of Science Health and Medical Simulation

This programme is intended for a medical and inter-professional market in health fields such as doctors, dentists, paramedics, physiotherapists, radiographers, midwives, pharmacists, advanced care practitioners and nurses. The programme is therefore designed to be flexible to fit in with work commitments.

Full attendance or online engagement is strongly encouraged, promoted through innovative timetabling and increased use of blended learning materials where appropriate but a minimum of 80% attendance is required. Attendance and engagement of students will be monitored and reported back to relevant authorities.

## G. Entry requirements

## Master of Science Health and Medical Education

The normal entry requirements for the programme are:

- A degree in a healthcare discipline (or equivalent) and a recognised professional qualification
  and
- The equivalent of 2 years Full Time post qualifying experience (excluding internship).

Additionally:

- All students from non-majority English speaking countries require proof of English language proficiency. A minimum IELTS 6.5 is required with no less than 6.0 in each band, or GCSE in English with minimum grade C.
- All visa applicants are required to submit biometrics and declare any criminal convictions in their Visa Application Form (VAF) which is routinely checked against Home Office and Police National Computer (PNC) databases on admission to the programme.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

## Master of Science Health and Medical Simulation

The normal entry requirements for the programme are:

- A degree in a healthcare discipline (or equivalent)
- a recognised professional qualification **or** employment in a relevant area of practice whilst enrolled on the programme
  and
- The equivalent of 2 years Full Time post qualifying experience (excluding internship).

Additionally:

- All students from non-majority English speaking countries require proof of English language proficiency. A minimum IELTS 6.5 is required with no less than 6.0 in each band, or GCSE in English with minimum grade C.
- All visa applicants are required to submit biometrics and declare any criminal convictions in their Visa Application Form (VAF) which is routinely checked against Home Office and Police National Computer (PNC) databases on admission to the programme.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format, please contact: ask@herts.ac.uk

## Master of Science Health and Medical Education

Programme Lead: Kenneth Spearpoint k.g.spearpoint2@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

## Master of Science Health and Medical Simulation

Programme Lead: Ken Spearpoint k.g.spearpoint2@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

## Master of Science Health and Medical Education

### Table 2a: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

| | Knowledge and Understanding | | | | | Intellectual Skills | | | | | Practical Skills | | | | | Transferable Skills | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 |
| **Postgraduate Certificate Health/Medical Education** | | | | | | | | | | | | | | | | | | | |
| Health and Medical Education in the Workplace | X | X | | X | | X | | X | | | X | | X | | | X | X | X | |
| Clinical Supervision in Medical Practice **OR** | | | | X | | X | | X | | | | X | X | | | X | | X | |
| Evidence Based Practice | | | X | X | | | X | | | | | | | | | | | X | X |
| **Master of Science Health and Medical Education** | | | | | | | | | | | | | | | | | | | |
| Health and Medical Education in the Workplace | X | X | | X | | X | | X | | | X | | X | | | X | X | X | |
| Clinical Supervision in Medical Practice | | | | X | | X | | X | | | | X | X | | | X | | X | |
| Technology Enhanced Learning | | | | | | | | | X | | | | | X | | | | | |
| Health Technology and Innovation | | | | | | | | | | | | | | X | | X | X | X | |
| Core Competencies Medical Practice | | X | | | X | X | | X | X | | | | | X | | X | X | X | |
| Leadership in Practice | | | | | X | | | X | | | | | | X | | X | X | X | |
| Work Based Learning | | X | X | X | X | | | X | X | | | | | X | | X | X | X | |
| Evidence Based Practice | | | X | X | | | X | | | | | | | | | | | X | X |
| Service Development Project | | | X | | | | | | X | X | | | | | | | X | X | X |

**Key**: Learning Outcome, which is assessed as part of the module ☒

## KEY TO PROGRAMME LEARNING OUTCOMES

**Knowledge and Understanding of**

A1. Key historical concepts of medical education and education theory.

A2. Current debates and possible future trends in education and medical education.

A3. A deep and systematic understanding of medical education within own practice.

A4. The links between these educational and medical educational theories and practice.

A5. Issues surrounding global medical education and relevance to own practice.

**Intellectual Skills**

B1. Independently source appropriate medical education evidence from a range of sources.

B2. Critically appraise relevant, contemporary, and possibly contradictory, research medical education evidence.

B3. Develop critical responses to medical education issues.

B4. Incorporate a critical ethical dimension to own and others' teaching and learning practice.

B5. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical education.

**Practical Skills**

C1. Plan and deliver a teaching session, including writing a lesson plan.

C2. Assess and give feedback for a teaching session.

C3. Produce original critical reports on medical education theories and practice.

C4. Use Information Communication and Technology to support learning and teaching.

C5. Construct, select, organize and run high and low fidelity skills learning sessions.

**Transferable Skills**

D1. Critically reflect on own practice and learning to enhance lifelong learning

D 2. demonstrate the importance of highly-developed intra and inter-disciplinary communication

D3. operate as an effective leader or team member as part of an inter-professional, multi-agency team that can clarify roles & responsibilities

D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available

## Master of Science Health and Medical Simulation

Table 2b: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

| | Knowledge and Understanding | | | | | Intellectual Skills | | | | | Practical Skills | | | | Transferable Skills | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Master of Science Health and Medical Simulation** | | | | | | | | | | | | | | | | | | |
| Health and Medical Simulation: Design and Delivery | | X | X | X | | X | X | X | | | X | X | X | X | X | X | | |
| Medical Emerg Human Error: Managing Risk Improving Services | | | | | X | | X | | | | | | | X | X | | X | |
| Health and Medical Education in the Workplace | X | | | X | | | X | | | | | | | | | | X | X |
| Leadership in Practice | | | | | | | | | X | | | | | | X | X | X | |
| Work-Based Learning | | | | | X | X | | X | X | | | | | | X | X | X | X |
| Evidence Based Practice | | | | | | X | | | X | | | | | X | X | | X | |
| Service Development Project | X | | X | | X | X | | X | X | X | | | | | X | | X | |
| Technology Enhanced Learning | X | | | | | | | X | | X | | | | | X | | | X |

**Key**: Learning Outcome, which is assessed as part of the module ☒

# Master of Science Health and Medical Simulation

## KEY TO PROGRAMME LEARNING OUTCOMES

**Knowledge and Understanding of**

A1. A range of educational concepts, theories and frameworks applicable to medical and healthcare practice.

A2. The evidence base for the use of models of debriefing applicable to simulation based medical education in the planned development of health care professionals

A3. Leadership and innovation in the provision of inter-professional, multi-agency and multidisciplinary simulation based medical education

A4. The physical, social and emotional factors affecting the ability to learn in simulated and other educational settings

A5. The ethical and governance issues in simulation education and training in relation to professional practice & patient safety

**Intellectual Skills**

B1. Critically evaluate and synthesize the evidence and literature base underpinning simulation based medical education and apply the conclusions to simulation based medical education programmes

B2. Critically evaluate personal performance and the performance of others in order to enhance professional practice, team working and patient safety

B3. Critically evaluate research/evidence in the field of simulation and its application to practice, with a view to generation of new research questions/professional perspectives/educational approaches

B4. Critically appraise and prioritize training and educational interventions in terms of their effectiveness, efficiency and economy in order to ensure best use of resources

B5. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical simulation

**Practical Skills**

C1. Construct, select, organize and run an authentic simulation scenario to an appropriate participant.

C2. Select and operate appropriate simulation equipment matched to the learning

C3. Demonstrate effective and sensitive debriefing skills

C4. Demonstrate ethically sound practice in relation to performance and professional practice

**Transferable Skills**

D1. Critically reflect on own practice and learning to enhance lifelong learning

D 2. demonstrate the importance of highly-developed intra and inter-disciplinary communication

D3. Operate as an effective leader or team member as part of an inter-professional, multi-agency team that can clarify roles & responsibilities

D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available

# Section 2

## Programme management

## Master of Science Health and Medical Education

| | |
|---|---|
| **Relevant QAA subject benchmarking statements** | None |
| **Type of programme** | Taught postgraduate |
| **Date of validation/last periodic review** | February 16 |
| **Date of production/ last revision of PS** | March 2021 |
| **Relevant to level/cohort** | Level 7 entering September 2021 |
| **Administrative School** | School of Life and Medical Sciences |

Table 3 Course structure

| Course code | Course description | HECOS |
|---|---|---|
| **LMHMEMSC**<br>**LMHMEPGC** | Master of Science Health and Medical Education<br>Postgraduate Certificate Health and Medical Education | 101246 |

## Master of Science Health and Medical Simulation

| | |
|---|---|
| **Relevant QAA subject benchmarking statements** | None |
| **Type of programme** | Taught postgraduate |
| **Date of validation/last periodic review** | February 16 |
| **Date of production/ last revision of PS** | February 2021 |
| **Relevant to level/cohort** | Level 7 entering September 2021 |
| **Administrative School** | School of Life and Medical Sciences |

| Course code | Course description | HECOS |
|---|---|---|
| **LMHMSMSC** | Master of Science Health and Medical Simulation | 101246 |