

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:
17 September 2018

Associate Dean of School (Academic Quality Assurance):
Philomena Shaughnessy



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

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)	Health and Medical Education (MSc) PgC Health and Medical Education Health and Medical Simulation (MSc) PgC Human Factors in Health and Patient Safety
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
<p>A1.Key historical concepts of medical education and education theory.</p> <p>A2.Current debates and possible future trends in education and medical education.</p> <p>A3.A deep and systematic understanding of medical education within own practice.</p> <p>A4.The links between these educational and medical educational theories and practice.</p> <p>A5.Issues surrounding global medical education and relevance to own practice.</p>	<p>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).</p> <p>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.</p>	<p>Knowledge and understanding are assessed through a combination of written assignment (A1-A2 and A5) and critical and reflective analysis (A1-A5).</p>
Intellectual skills:	Teaching/learning methods & strategies	Assessment

<p>B1.Independently source appropriate medical education evidence from a range of sources.</p> <p>B2.Critically appraise relevant, contemporary (and possibly contradictory) research medical education evidence.</p> <p>B3.Develop critical responses to medical education issues.</p> <p>B4.Incorporate a critical ethical dimension to own and others' teaching and learning practice.</p> <p>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.</p>	<p>Some intellectual skills are developed through methods and strategies outlines in section A, above.</p> <p>Analysis, problem solving and modeling skills (B1-B5), In addition, B4 is further developed through the use of ethical frameworks and analyses.</p> <p>Throughout, the learner is strongly encouraged and supported to develop intellectual skills further by independent study</p>	<p>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) based on own practice and analysis of current, relevant literature.</p>
<p>Practical skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1.Plan and deliver a teaching session, including writing a lesson plan.</p> <p>C2.Assess and give feedback for a teaching session.</p> <p>C3.Produce original critical reports on medical education theories and practice.</p> <p>C4.Use Information Communication and Technology to support learning and teaching.</p> <p>C5.Construct, select, organize and run high and low fidelity learning sessions.</p>	<p>Practical skills are developed through observed teaching session(s) (C1) and assessment feedback (C2).</p> <p>ICT skills are developed through the use of ICT learning tools (C4) and learning events (C5).</p> <p>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.</p>	<p>Practical skills are assessed through observed and self-analysis of teaching session(s) (C1) and critically analyzed feedback (C2). Formation and evaluation of ICT and simulation tools are evaluated (A4-5) and written assignments are assessed against level 7 criteria (C3).</p>
<p>Transferable skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>

<p>D1. Critically reflect on own practice and learning to enhance lifelong learning.</p> <p>D2. Demonstrate the importance of highly-developed intra and inter-disciplinary communication</p> <p>D3. Operate as an effective leader or team member as part of an inter- professional, multi-agency team that can clarify roles & responsibilities</p> <p>D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available</p>	<p>Transferable skills are developed through written reports and analyses (D1-D2) and individual and group work, both online and face-to-face (D3).</p> <p>In addition, the preparation for higher-level study is developed through the use of research ready projects (D4).</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>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.</p>
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Postgraduate Certificate Health and Medical Education

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1.Key historical concepts of medical education and education theory.</p> <p>A2.Current debates and possible future trends in education and medical education.</p> <p>A4.The links between these educational and medical educational theories and practice.</p>	<p>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).</p> <p>Additional support is provided through 'how to' videos and tutorials.</p>	<p>Knowledge and understanding are assessed through a combination of written assignment (A1-A2 and A4) and critical and reflective analysis (A1-A2 and A4).</p>
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1.Independently source appropriate medical education evidence from a range of sources.</p> <p>B3.Develop critical responses to medical education issues.</p>	<p>Some intellectual skills are developed through methods and strategies outlines in section A, above. Analysis, problem solving and modeling skills (B1 and B3),</p> <p>Throughout, the learner is strongly encouraged and supported to develop intellectual skills further by independent study</p>	<p>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.</p>
Practical skills:	Teaching/learning methods & strategies	Assessment

<p>C1. Plan and deliver a teaching session, including writing a lesson plan.</p> <p>C2. Assess and give feedback for a teaching session.</p> <p>C3. Produce original critical reports on medical education theories and practice.</p>	<p>Practical skills are developed through observed teaching session(s) (C1) and assessment feedback (C2).</p> <p>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.</p>	<p>Practical skills are assessed through observed and self-analysis of teaching session(s) (C1) and critically analyzed feedback (C2). Written assignments are assessed against level 7 criteria (C3).</p>
<p>Transferable skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>D1. demonstrate the importance of highly-developed intra and inter-disciplinary communication</p> <p>D2. Critically reflect on own practice and learning to enhance lifelong learning.</p> <p>D3. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available</p>	<p>Transferable skills are developed through written reports and analyses (D1-D2) and individual and group work, both online and face-to-face (D3).</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence.</p>	<p>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.</p>

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
<p>A1.A range of educational concepts, theories and frameworks applicable to medical and healthcare practice.</p> <p>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.</p> <p>A3.Leadership and innovation in the provision of inter-professional, multi agency and multidisciplinary simulation based medical education.</p> <p>A4.The physical, social and emotional factors affecting the ability to learn in simulated and other educational settings</p> <p>A5.The ethical and governance issues in simulation education and training in relation to professional practice and patient safety.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p>

Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>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.</p> <p>B2.Critically evaluate personal performance and the performance of others in order to enhance professional practice, team working and patient safety.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through a combination of coursework (including essay, portfolio and project work), demonstrations of simulation teaching and assessing with supporting material.</p>
Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p>C1.Construct, select, organize and run an authentic simulation scenario to an appropriate participant.</p> <p>C2.Select and operate appropriate simulation equipment matched to the learning outcomes of a simulation session.</p> <p>C3.Demonstrate effective and sensitive debriefing skills.</p> <p>C4.Demonstrate ethically sound practice in relation to performance and professional practice.</p>	<p>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 modeling teaching and learning by faculty.</p>	<p>Practical skills are assessed through the conduct of a simulation session, which are designed and run by the student.</p>

Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>D1. Critically reflect on own practice and learning to enhance lifelong learning.</p> <p>D2. demonstrate the importance of highly-developed intra and inter-disciplinary communication</p> <p>D3. operate as an effective leader or team member as part of an inter- professional, multi-agency team that can clarify roles & responsibilities</p> <p>D4. Reflect upon, identify and solve intellectual and professional problems using the full range of professional resources available</p>	<p>Transferable skills are developed through the methods and strategies outlined in A, B, and C above.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through the methods and strategies outlined in A, B and C above.</p>

Postgraduate Certificate Human Factors in Health and Patient Safety

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1. A range of contemporary concepts, theories and frameworks applicable to human factors ergonomics in patient safety.</p> <p>A2. The evidence base that underpins the use of models of identifying the nature and source of human error in clinical healthcare practice.</p> <p>A3. The contemporary legislative, ethical and governance issues relation to professional practice and patient safety.</p>	<p>Acquisition of knowledge and understanding (A1-A3) is through a combination of interactive lectures, online multimedia support, small group work, tutorial support and critical reflection.</p> <p>The learner is encouraged to undertake independent study to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject.</p> <p>Students will draw on work-based experience to deepen and enhance their knowledge base.</p>	<p>Knowledge and understanding (A1-A3) are assessed through a combination of critical and reflective analysis (written assignment) and in provision of an appropriate simulation scenario.</p>

Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>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.</p>	<p>Intellectual skills are developed through the methods and strategies outlined in Section A. 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</p>	<p>Intellectual skills are assessed through a combination of coursework (including essay, portfolio and project work), demonstrations of simulation teaching and assessing with supporting material.</p>

<p>B2.Critically evaluate personal performance and the performance of others in order to enhance professional practice, team working and patient safety.</p> <p>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.</p> <p>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.</p>	<p>multisource debriefing and feedback.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	
<p>Practical skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1.Construct, select, organize and run an authentic simulation scenario to an appropriate participant.</p> <p>C2.Select and operate appropriate simulation equipment matched to the learning outcomes of a simulation session.</p> <p>C3.Demonstrate effective and sensitive debriefing skills.</p> <p>C4.Demonstrate ethically sound practice in relation to performance and professional practice.</p>	<p>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 modeling teaching and learning by faculty.</p>	<p>Practical skills are assessed through the conduct of a simulation session, which are designed and run by the student.</p>
<p>Transferable skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>D1.Critically reflect on own practice and learning to enhance lifelong learning.</p> <p>D2. demonstrate the importance of highly-developed intra and inter-disciplinary communication</p> <p>D3. operate as an effective leader or team member as part of an inter- professional, multi-agency team that can clarify roles & responsibilities</p>	<p>Transferable skills are developed through the methods and strategies outlined in A, B, and C above.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through the methods and strategies outlined in A, B and C above.</p>

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.

Postgraduate Certificate Human Factors in Health and Patient Safety

The award is offered in full time (4 months) and part time modes (18 months), and leads to the award of Postgraduate Certificate Human Factors in Health and Patient Safety. 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 labeled 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

N/A

Table 1a Outline Programme Structure

Outline Masters 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

Specialist Compulsory Modules	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Minimum 60 credits selected from:							
Health and Medical Education in the Workplace	7LMS0165	30	English	0	100	0	A,B
Clinical Supervision in Medical Practice	7LMS0166	30	English	0	100	0	A,B
Plus 60 credits from Optional Specialist Modules or Modules of Common Interest							
Optional Specialist Modules							
Technology Enhanced Learning	7LMS0146	30	English	0	0	100	A,B
Health Technology and Innovation	7LMS0176	30	English	0	100	0	A,B
Modules of Common Interest (Optional)							
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
Modules of Common Interest (Compulsory)							
Plus 60 credits from Evidence Based Practice AND Healthcare Disciplines Project							
Evidence Based Practice	7LMS0162	30	English	0	100	0	A, B
Healthcare Disciplines Project	7LMS0160	30	English	0	100	0	A,B,BC

The award of a Master of Science Health and Medical Education requires 180 credit points passed at level 7, 60 credits will be taken from specialist modules and 60 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

Specialist 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,B
Clinical Supervision in Medical Practice	7LMS0166	30	English	0	100	0	A,B
Or							
Evidence Based Practice (Distance Learning)	7LMS0162	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. In addition, the modules Health and Medical Education in the Workplace (7LMS0165) and Clinical Supervision in Medical Practice (7LMS0166) learning outcomes are mapped against Higher Education Academy Fellowship level descriptors. The module Evidence Based Practice (7LMS0162) meets 30 of the 60 credits required for Postgraduate Certificate in Health and Medical Education but this module's learning outcomes are not allied to the Higher Education Academy Fellowship descriptors.

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) 6 Semesters (part-time)	All programme learning outcomes (see Table 2)
Postgraduate Certificate	Health and Medical Education	60 credit points at level 7	1 Semester (full-time) 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	2 Semesters (full-time) 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.

Outline Masters of Science Health and Medical Simulation Programme Structure

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

Specialist Compulsory Modules	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Minimum 90 Credits							
Health and Medical Simulation: Design and Delivery	7LMS0163	30	English	0	70	30	A
Medical Emergencies and Human Error: Managing Risk and Improving Services	7LMS0164	30	English	0	0	100	B
Health and Medical Education in the Workplace	7LMS0165	30	English	0	100	0	A,B
Plus 90 credits from Modules of Common Interest (60 credits from Compulsory and 30 credits from Optional)							
Modules of Common Interest (Compulsory) 60 credits							
Evidence Based Practice	7LMS0162	30	English	0	100	0	A,B
AND Healthcare Disciplines Project	7LMS0160	30	English	0	100	0	A,B, BC
Modules of Common Interest (Optional) 30 credits							
Leadership in Practice	7LMS0158	30	English	0	100		A,B
Or Work Based Learning	7LMS0157	30	English	0	100		A,B,C

The award of a Master of Science Health and Medical Simulation requires 180 credit points passed at level 7, 90 credits will be taken from specialist modules and 90 credits will be taken from compulsory (60 credits) and optional modules (30 credits) of common interest.

Table 1a(iv) Outline Programme Structure

Postgraduate Certificate Human Factors in Health and Patient Safety

Mode of study Full time; Part time

Entry point Semester A or Semester B

Specialist Compulsory Modules	Module Code	Credit Points	Language of Delivery	% Exam	% Coursework	% Practical	Semesters
Medical Emergencies and Human Error: Managing Risk and Improving Services AND	7LMS0163	30	English	0	100	0	B
Evidence Based Practice	7LMS0162	30	English	0	100	0	A, B, C

The award of a Postgraduate Certificate Human Factors in Health and Patient Safety requires 60 credit points passed at level 7. Credits must be taken from the specialist modules listed above.

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) 6 Semesters (part-time)	All programme learning outcomes (see Table 2)
Postgraduate Certificate	Human Factors in Health and Patient Safety	60 credit points at level 7	1 Semester (full-time) 2 Semesters (part-time)	A1, A2, A3, B1,B2,B3,B4, C1, C2, C3, C4,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 Simulation	120 credit points at level 7	2 Semesters (full-time) 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	1 Semester (full-time) 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 (7LMS0162), Healthcare Disciplines Project (7LMS0160), must relate to Health and Medical Education according to the discipline of the student and fulfill 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:
 - An 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 through the use of 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&restriecttcategory=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 [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

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.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

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:

Master of Science Health and Medical Education

Programme Lead: Zamzam Ahmed z.ahmed8@herts.ac.uk

Programme Administrator: Donna Rowsell d.rowsell@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: Zamzam Ahmed z.ahmed8@herts.ac.uk

Programme Administrator: Donna Rowsell d.rowsell@herts.ac.uk

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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
Healthcare Disciplines Project			X						X	X							X	X	X

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

Master of Science Health and Medical Education

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
- D2. 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

Postgraduate Certificate Health and Medical Education Programme Learning Outcomes Mapped Against Professional Standards

	Higher Education Academy Professional Standards Framework 'Fellow'														Academy of Medical Educators Areas							
	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4	1	2	3	4	5	6	7
Postgraduate Certificate																						
Health and Medical Education in the Workplace	X	X		X	X	na		X	X			X	X	X	X	X	X	X		X		X
Clinical Supervision in Medical Practice			X		X	na	X			X	X			X					X	X	X	X

Key to Higher Education Academy Dimensions of the UK Professional Standards Framework (2011)

Areas of Activity	Professional Values
A1. Design and plan learning activities and/or programmes of study.	V1. Respect individual learners and diverse learning communities.
A2. Teach and/or support learning.	V2. Promote participation in higher education and equality of opportunity for learners
A3. Assess and give feedback to learners.	V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
A4. Develop effective learning environments and approaches to student support and guidance.	V4. Acknowledge the wider context in which higher education operates recognizing the implications for professional practice.
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	
Core Knowledge	
K1. The subject material.	
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.	
K3. How students learn, both generally and within their subject/ disciplinary area(s).	
K4. The use and value of appropriate learning technologies.	
K5. Methods for evaluating the effectiveness of teaching.	
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.	

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
Postgraduate Certificate Human Factors in Health and Patient Safety																		
Evidence Based Practice: Distance Learning						X			X					X	X		X	
Medical Emerg Human Error: Managing Risk Improving Services					X		X							X	X		X	
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	
Healthcare Disciplines Project	X		X		X	X		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
- D2. 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	April 2017
Relevant to level/cohort	Level 7 entering September 2018
Administrative School	School of Life and Medical Sciences

Table 3 Course structure

Course details					
Course code	Course description			JACS	
LMHMEMSC LMHMEPGC	Master of Science Health and Medical Education Postgraduate Certificate Health and Medical Education			B900	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
HMED1F-1	A	MSc Health and Medical Education	1	UH Hatfield	Full-time
HMED1F-2	A	MSc Health and Medical Education:	1	UH Hatfield	Full-time
HMEDFEB1F-1	B	MSc Health and Medical Education	1	UH Hatfield	Full-time
HMEDFEB1F-2	B	MSc Health and Medical Education:	1	UH Hatfield	Full-time
HMED1P-1	A	MSc Health and Medical Education:	1	UH Hatfield	Part-time
HMED1P-2	A	MSc Health and Medical Education:	1	UH Hatfield	Part-time
HMED2P-1	A	MSc Health and Medical Education:	2	UH Hatfield	Part-time
HMED2P-2	A	MSc Health and Medical Education:	2	UH Hatfield	Part-time
HMED3P-1	A	MSc Health and Medical Education:	3	UH Hatfield	Part-time
HMED3P-2	A	MSc Health and Medical Education:	3	UH Hatfield	Part-time
HMED4P-1	A	MSc Health and Medical Education:	4	UH Hatfield	Part-time
HMED4P-2	A	MSc Health and Medical Education:	4	UH Hatfield	Part-time

HMED5P-1	A	MSc Health and Medical Education:	5	UH Hatfield	Part-time
HMED5P-2	A	MSc Health and Medical Education:	5	UH Hatfield	Part-time
HMEDFEB1P-1	B	MSc Health and Medical Education:	1	UH Hatfield	Part-time
HMEDFEB1P-2	B	MSc Health and Medical Education:	1	UH Hatfield	Part-time
HMEDFEB2P-1	B	MSc Health and Medical Education:	2	UH Hatfield	Part-time
HMEDFEB2P-2	B	MSc Health and Medical Education:	2	UH Hatfield	Part-time
HMEDFEB3P-1	B	MSc Health and Medical Education:	3	UH Hatfield	Part-time
HMEDFEB3P-2	B	MSc Health and Medical Education:	3	UH Hatfield	Part-time
HMEDFEB4P-1	B	MSc Health and Medical Education:	4	UH Hatfield	Part-time
HMEDFEB4P-2	B	MSc Health and Medical Education:	4	UH Hatfield	Part-time
HMEDFEB5P-1	B	MSc Health and Medical Education:	5	UH Hatfield	Part-time
HMEDFEB5P-2	B	MSc Health and Medical Education:	5	UH Hatfield	Part-time
HMEDPGCSEP1F	A	PgCert Health and Medical Education	1	UH Hatfield	Full-time
HMEDPGCFEB1F	B	PgCert Health and Medical Education	1	UH Hatfield	Full-time
HMEDPGCSEP1P-1	A	PgCert Health and Medical Education:	1	UH Hatfield	Part-time
HMEDPGCSEP1P-2	A	PgCert Health and Medical Education:	1	UH Hatfield	Part-time
HMEDPGCSEP2P	A	PgCert Health and Medical Education:	2	UH Hatfield	Part-time
HMEDPGCFEB1P-1	B	PgCert Health and Medical Education:	1	UH Hatfield	Part-time
HMEDPGCFEB1P-2	B	PgCert Health and Medical Education:	1	UH Hatfield	Part-time
HMEDPGCFEB2P	B	PgCert Health and Medical Education:	2	UH Hatfield	Part-time

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	February 2016
Relevant to level/cohort	Level 7 entering September 2017
Administrative School	School of Life and Medical Sciences

Course details					
Course code		Course description			JACS
LMHMSMSC LMHFPSPGC		Master of Science Health and Medical Simulation Postgraduate Certificate Human Factors in Health and Patient Safety			B890
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
HMS1F-1	A	MSc Health and Medical Simulation	1	UH Hatfield	Full-time
HMS1F-2	A	MSc Health and Medical Simulation :	1	UH Hatfield	Full-time
HMSFEB1F-1	B	MSc Health and Medical Simulation	1	UH Hatfield	Full-time
HMSFEB1F-2	B	MSc Health and Medical Simulation:	1	UH Hatfield	Full-time
HMS1P-1	A	MSc Health and Medical Simulation:	1	UH Hatfield	Part-time
HMS1P-2	A	MSc Health and Medical Simulation :	1	UH Hatfield	Part-time
HMS2P-1	A	MSc Health and Medical Simulation :	2	UH Hatfield	Part-time
HMS2P-2	A	MSc Health and Medical Simulation :	2	UH Hatfield	Part-time
HMS3P-1	A	MSc Health and Medical Simulation :	3	UH Hatfield	Part-time
HMS3P-2	A	MSc Health and Medical Simulation :	3	UH Hatfield	Part-time
HMS4P-1	A	MSc Health and Medical Simulation :	4	UH Hatfield	Part-time
HMS4P-2	A	MSc Health and Medical Simulation :	4	UH Hatfield	Part-time
HMS5P-1	A	MSc Health and Medical Simulation:	5	UH Hatfield	Part-time
HMS5P-2	A	MSc Health and Medical Simulation :	5	UH Hatfield	Part-time
HMSFEB1P-1	B	MSc Health and Medical Simulation :	1	UH Hatfield	Part-time

HMSFEB1P-2	B	MSc Health and Medical Simulation :	1	UH Hatfield	Part-time
HMSFEB2P-1	B	MSc Health and Medical Simulation :	2	UH Hatfield	Part-time
HMSFEB2P-2	B	MSc Health and Medical Simulation :	2	UH Hatfield	Part-time
HMSFEB3P-1	B	MSc Health and Medical Simulation :	3	UH Hatfield	Part-time
HMSFEB3P-2	B	MSc Health and Medical Simulation :	3	UH Hatfield	Part-time
HMSFEB4P-1	B	MSc Health and Medical Simulation :	4	UH Hatfield	Part-time
HMSFEB4P-2	B	MSc Health and Medical Simulation :	4	UH Hatfield	Part-time
HMSFEB5P-1	B	MSc Health and Medical Simulation :	5	UH Hatfield	Part-time
HMSFEB5P-2	B	MSc Health and Medical Simulation :	5	UH Hatfield	Part-time
HFPSPGCSEP1F	A	PgCert Human Factors in Health and Patient Safety	1	UH Hatfield	Full-time
HFPSPGCFEB1F	B	PgCert Human Factors in Health and Patient Safety	1	UH Hatfield	Full-time
HFPSPGCSEP1P-1	A	PgCert Human Factors in Health and Patient Safety:	1	UH Hatfield	Part-time
HFPSPGCSEP1P-2	A	PgCert Human Factors in Health and Patient Safety:	1	UH Hatfield	Part-time
HFPSPGCSEP2P	A	PgCert Human Factors in Health and Patient Safety:	2	UH Hatfield	Part-time
HFPSPGCFEB1P-1	B	PgCert Human Factors in Health and Patient Safety:	1	UH Hatfield	Part-time
HFPSPGCFEB1P-2	B	PgCert Human Factors in Health and Patient Safety:	1	UH Hatfield	Part-time
HFPSPGCFEB2P	B	PgCert Human Factors in Health and Patient Safety:	2	UH Hatfield	Part-time