Peninsula Schools of Medicine & Dentistry

Programme Specification

Postgraduate Diploma in Simulation & Patient Safety

Date of approval: October 2012
Date of implementation: January 2013
Year of first award: 2014

Revised: July 2014, October 2015
Brief description of Programme

This programme aims to develop participants who have an interest in applying educational theory to the clinical environment in order to improve patient outcomes and will be of interest to a wide variety of personnel who are involved in training healthcare providers or developing systems to improve patient safety at an organisational level. The programme builds on skills and knowledge gained at the Certificate stage of the programme and prepares participants with skills required to plan and conduct a Masters dissertation in Simulation and Patient Safety. The programme will cover an in-depth exploration of the range of simulation-based learning modalities that can improve patient safety and quality of care. Critical study of the underpinning theory from education and expert practice, change management and innovation will be incorporated. Participants will be able to advance knowledge, understanding and skills in patient safety and quality improvement with opportunities to apply these skills simulation, human factors, patient safety and quality improvement with opportunities to apply these skills in the clinical environment. The programme will develop a critical understanding of the factors involved in quality improvement strategies and their evaluation using outcomes related to patient safety.

The programme will be delivered on a part-time basis, following a one day induction event covering masters level learning, the Digital Learning Environment, library resources and the programme structure, aims and outcomes, by an outstanding team of staff drawn from NHS trusts in Plymouth and Torbay and Plymouth University. The first module of the programme will be delivered at the Horizon Centre http://www.sdhct.nhs.uk/horizoncentre/facilities/index.php, an exciting new innovation, education and research facility based at Torbay Hospital. The Horizon Centre provides a state of the art environment where people can explore new ideas, learn new techniques and observe and reflect on clinical practice together. Within this facility, the Enhancing Clinical Safety and Excellence through Learning (ECSEL) Simulation Zone provides a range of learning environments including two fully equipped clinical immersion studios, a self-directed learning suite and six other simulation spaces of varying levels of fidelity. Individuals and multi-professional teams use these spaces to engage with a range of high tech manikins, virtual reality part-task trainers and other simulation based learning experiences, in order to master new procedures and develop their clinical practice.

The remaining taught modules will be delivered at the Schools headquarters in the John Bull Building, Plymouth Science Park, Plymouth where participants will have access to state of the art facilities in the Clinical Skills Resource Centre (CSRC) and the Peninsula Simulation Suite at Derriford Hospital. These facilities provide a vast array of set-ups used for teaching of technical and non-technical skills to undergraduates and postgraduates. A range of audiovisual solutions used for capturing human factors and patient safety issues will be demonstrated.

Distinctive features

- Focuses on integrating simulation and patient safety into the curricula and key learning outcomes of any healthcare education programme.
- Promotes the adoption of technology enhanced learning in multiple
disciplines.

- Key component of the mission for PU PSMD and the Teaching and Learning Strategy of Plymouth University in fostering excellence, innovation and creativity in academic and clinical disciplines across healthcare professions.
- Promotes the adoption of Interprofessional learning strategies to improve patient safety.
- Strongly aligned to strategic objectives of Plymouth University and the South West Local Education and Training Board.
- Faculty have significant experience of implementing simulation and patient safety programmes in a variety of healthcare institutions in the UK and overseas.

Entry requirements

Normally a recognised first degree or equivalent will be required. Entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate’s ability to succeed in the programme may also be considered, in line with QAA guidance. Applicants whose first language is not English will be required to provide evidence of competence in English language. The minimum acceptable English language requirement for postgraduate courses is IELTS 6.5 overall, in both cases with minimum 5.5 across all four components (listening, reading, speaking, writing). Other acceptable tests and scores include: TOEFL iBT: 90, with minimum listening 17, reading 18, speaking 20, writing 21 and PTE Academic: 61, with minimum 51 across all four components (listening, reading, speaking, writing).

Accreditation of prior certificated learning (APCL) and accreditation of prior experiential learning (APEL) refer to the process by which previous formal certificated learning and informal non-certificated learning can be awarded credit towards modules within the sphere of Higher Education. Credit for prior learning, whether certificated or experiential, may count towards the requirements for the named award. The maximum amount of credit for prior learning (certificated or experiential) claimed towards the award is 80 credits. A student seeking credit (whether certificated or experiential) will normally be required to apply for such credit on receipt of an offer of a place on a programme. Requests for APCL from students already on programmes will be considered provided that the student submits the request in the session before she/he would normally begin the module/stage for which she/he is seeking credit and in the case of requests for APEL at least six months prior to the beginning of the session before she/he would normally begin the module(s)/stage against which she/he is seeking credit.

Plymouth University is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who apply or seek to apply to work or study at the University, are treated fairly and are not subjected to discrimination by the University.
on any of these grounds (University Equality and Diversity Policy, Revised April 2011).

The Peninsula Schools of Medicine and Dentistry welcomes applications from people with disabilities who will be considered on the same academic grounds as other potential students. Considerations about individual needs arising from disability will be made separately, and we will strive to meet an individual disabled student's needs wherever possible and in consultation with Disability ASSIST.

### Programme aims

The programme is intended to:

1. develop a deep understanding of principles and factors underlying classification, training and assessment of human factors in healthcare.
2. develop a critical knowledge and conceptual base surrounding the interaction of human factors with quality and safety in the healthcare environment.
3. prepare participants for critically analysing methodologies including simulation which are designed to improve quality and patient outcomes.

### Programme Intended Learning Outcomes

The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to institutional masters level 7 descriptors (SEEC 2010). These will be contextualised within each participant’s coursework.

#### Setting

- Operates in complex and specialised contexts (including clinical areas), requiring selection and application from a wide range of advanced techniques and information sources regarding simulation, human factors and patient safety.

#### Knowledge/ Understanding

- Demonstrates a deep and systematic understanding of current theoretical and methodological approaches to improve quality and safety in healthcare using simulation and patient safety principles.

#### Cognitive / Intellectual Skills

- Independently critically evaluate appropriate advanced methodology in simulation and patient safety related to their area of clinical practice.
- Designs and undertakes projects to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.
- Undertakes analysis of complex, incomplete or contradictory evidence and
judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

**Performance and practice**

- Autonomously implements and evaluates improvements to human clinical performance drawing on innovative or sectoral best practice.

- Design, conduct and evaluate a project in simulation and patient safety which relates to the healthcare environment.

- Work collaboratively with colleagues and peers to identify areas where quality and patient safety can be improved. Engage with the clinical community and utilise simulation and principles of human factors / patient safety to implement change and improve quality.

**Personal and enabling skills**

- Critically reflect on own learning needs in support of development as an advanced scholar and evidence-based practitioner in Simulation, Patient Safety, Quality Improvement and Human Factors.

---

### Teaching, learning and assessment strategies

The overall learning, teaching and assessment approaches employed within this programme have been developed in accordance with the educational strategy of the Peninsula Schools of Medicine and Dentistry. The overall aim is to improve health outcomes and to facilitate real change in the quality of clinical care and health for individuals and the wider community, regionally, nationally and globally.

**Modes of learning**

*Electronic Learning*

A range of electronic-learning resources are available to support the Graduate School’s blended approach to teaching and learning. The Simulation and Patient Safety programme makes extensive use of ICT to support learning and teaching at a distance and is supported by an electronic Digital Learning Environment. This is a password protected, restricted access online environment accessible only to registered students on programmes within PSMD.

**Learning in small groups**

*Seminars & Workshops*
Learning in small groups will be employed to encourage the exchange of information and ideas and to enable students to learn from and with colleagues from a variety of clinical backgrounds. Under the facilitation of a subject expert and/or seminar leader, and following appropriate preparation, participants will be expected to question, critically analyse, evaluate, present and discuss a range of topics.

**Tutorials**
Participants will have the opportunity to meet with academic and clinical staff in small groups and individually to discuss particular issues in more depth either in person, if possible, or using video conferencing facilities. Each module will include an optional tutorial day held after the taught sessions have been delivered and prior to assessment submission deadlines for participants to meet with the relevant module lead to discuss any concerns they may have regarding the assessment. Participants will also have the opportunity to submit a draft outline of an assessment to the module lead no later than two weeks prior to the assessment submission deadline (maximum of one side of A4).

**Lead Lectures**
Lectures will be delivered by experts in a subject to introduce participants to new information and key areas of knowledge.

**Learning Portfolios**
Learning portfolios will be used by participants to gather evidence of their own learning and skills development. A learning portfolio is not just a diary or record of what has been done but also a record of what has been learned, tried and critically reflected upon. Advantages of portfolios are that they:

- Allow for assessment of experience in non-traditional learning environments
- Allow for self-expression and a greater control of assessment media
- Allow students to demonstrate individuality, originality and creativity with their work
- Allow students to relate the personal relevance of the learning experience to their own professional situation
- Provide a basis for informal discussions with the academic tutor in support of the student’s learning and professional development.

The Peninsula Schools of Medicine and Dentistry will support students with a range of formative and summative assessment approaches that will allow them to
demonstrate their achievements in relation to the learning outcomes of the programme. Formative assessment will involve opportunities for discussion and feedback from peers and tutors. The summative assessment element for each module will provide students with the opportunity to demonstrate achievement of the intended learning outcomes.

Detailed and specific marking criteria for each assignment will be detailed in the Module Record, in the Programme Handbook, through the Digital Learning Environment and will also be clearly articulated to students throughout the module.

Rules of Progression
Please refer to the Regulatory Framework for Taught Postgraduate Awards, available at:
https://www.plymouth.ac.uk/student-life/academic-regulations

Management of Assessment
Assessments are managed through the Subject Assessment Panels and Award Assessment Board. External examiners have responsibility for reviewing and reporting on module assessments with reference to national standards. The Award Assessment Board (including external examiners) will be responsible for referral deadline setting and review of outcomes. External examiners will have the opportunity to review a selection of (or all, in the case of referred assessment) student work submitted for summative assessment. External examiners are invited to attend the Subject Assessment Panels and Award Assessment Board and to provide verbal and written reports to which a formal response will be made by the Programme Lead.

Assessment procedures, detailed marking guidance and assessment criteria are provided for each module on the Digital Learning Environment.

Support for students and their learning
In addition to the electronic library resources available to students via the Digital Learning Environment and library facilities at Plymouth University, students are also able to access the resources at the Discovery Library, Derriford Hospital. Books or articles not held by the University can normally be obtained via an inter-library loan. A wide selection of electronic resources ranging from specialist websites to key databases and electronic journals is available, via the Digital Learning Environment and the University library web pages.

Students will have access to the open access IT suites at Plymouth University and the John Bull Building, Plymouth Science Park, Plymouth.

Students on the programme will be supported by the Programme and Module Leads and will be designated a personal tutor in line with the Plymouth University policy on personal tutoring. The personal tutor will act as a sustained and first point of reference for students on personal, domestic or academic matters including signposting to student support services available via the University. Learning resources and facilities for both individual and group electronic communications between students and between students and tutors are available through the Digital Learning Environment.
Learning Environment. Students are given a hands-on training session on the use of the Digital Learning Environment during a programme induction event. On-line tutorials are also available to students.

Plymouth University provides a wide range of student support services including:

- Learning Development
- English Language Centre
- Careers and Employability
- Accommodation Services
- Student Counselling Services
- Health and Wellbeing
- Disability ASSIST
- Student Union
- International Student Advisory Service
- Faith and Spiritual

**Methods for evaluating and improving the quality and standard of teaching and learning**

The programme will be monitored and reviewed through the School and Faculty Teaching, Learning and Quality Committees. The Teaching, Learning and Quality Committees will consider the educational provision, including the annual review of the programme which draws on feedback from such sources as external examiners’ reports, student evaluation, student achievement and progression data. In addition, subject areas are reviewed through a Periodic Subject Review.

The University details its procedures in the Regulatory framework for taught postgraduate awards, the specific Programme Handbook, and the Quality Assurance Handbook. The Simulation and Patient Safety Programme Working Group will meet twice a year and report to the Postgraduate Taught Programmes Committee, which in turn reports on quality monitoring and assurance to the Medical School Teaching, Learning and Quality Committee.

Mechanisms for review and evaluation of teaching and learning and curriculum outcomes:

- Student feedback (collected by Module Leads following individual sessions and following the submission of the module assessment/s)
- Annual programme review and action plan considered by the Postgraduate Programme Committee and Faculty Teaching, Learning and Quality Committee.
- Teaching observation
- Standard testing and benchmarking of assessment activities
- External Examiners’ reports
- Student representation at Programme Working Groups
- Staff Student Liaison Committees
- Complaints procedure

Revised: July 2014, October 2015
Management

- PSMD Faculty Teaching and Learning Committee
- Medical School Teaching and Learning Committee
- Subject Assessment Panels and Award Assessment Board
- Postgraduate Programmes Committee
- Programme Working Group

## Programme structure

Students will study on a part time basis with each stage of the programme normally completed within one year:

### Postgraduate Certificate stage modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIM711 Simulation and Enhanced Learning</td>
<td>30</td>
</tr>
<tr>
<td>SIM714 Patient Safety and Quality Improvement</td>
<td>30</td>
</tr>
</tbody>
</table>

### Postgraduate Diploma stage modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIM715 Human Factors in Healthcare</td>
<td>30</td>
</tr>
<tr>
<td>PDD721 Project Design, Development and Knowledge Transfer</td>
<td>30</td>
</tr>
</tbody>
</table>

Students exiting at the Diploma stage of the programme can choose to undertake an alternative 30 credit module instead of the Project Design, Development and Knowledge Transfer module. Those students continuing to the Masters stage of the programme must undertake the Project Design, Development and Knowledge Transfer module.

In accordance with Plymouth University ‘Regulatory Framework for Taught Postgraduate Awards’, the award of Postgraduate Diploma requires the successful accumulation by the candidate of a minimum of 120 credits. In order to complete the Postgraduate Diploma in Simulation and Patient Safety students will need to satisfy the academic standards for the required modules as outlined below:

### SIM711 Simulation and Enhanced Learning (30 credits)

An in-depth exploration of the range of simulation-based learning modalities that can improve patient safety and quality of care through Enhanced Learning. This module will incorporate critical study of the underpinning theory from education and expert
practice, change management and innovation.

**SIM714 Patient Safety and Quality Improvement (30 credits)**

The aim of this module is to advance knowledge, understanding and skills in patient safety and the application of these to your own workplace. It will introduce the role of human factors and methods for analysis of healthcare systems, together with developing a critical understanding of the current state of patient safety within healthcare and examining strategies to bring about quality improvement.

**SIM715 Human Factors in Healthcare (30 credits)**

The science of human factors has long been employed in industry to develop safer, efficient and more productive work models. This module focuses on the physical and psychological links between organisations, employees and their work environment and how the concept of human factors influences the way that we work in healthcare. The use of simulation for training and assessment of human factors will be integral to the module which will feature some practical exploration of the subject area.

**PDD721 Project Design, Development and Knowledge Transfer (30 credits)**

(or an alternative 30 credit module for those students exiting at the Postgraduate Diploma stage of the programme)

This module will provide students with the knowledge and skills associated with the project design, development and knowledge transfer process. Students will gain practical experience of multi-disciplinary team working through problem identification and problem solving to encourage innovation and creativity in project design, development and knowledge transfer.

**Exceptions/ special academic regulations**

<table>
<thead>
<tr>
<th>Final award title</th>
<th>PgDip Simulation and Patient Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PgDip Simulation and Patient Safety (with Merit)</td>
</tr>
<tr>
<td></td>
<td>PgDip Simulation and Patient Safety (with Distinction)</td>
</tr>
</tbody>
</table>

| Level       | 7 |

<table>
<thead>
<tr>
<th>Intermediate award title(s)</th>
<th>Postgraduate Certificate: completion of 60 credits,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Awarding institution</td>
<td>Plymouth University</td>
</tr>
<tr>
<td>Teaching institution</td>
<td>Plymouth University</td>
</tr>
</tbody>
</table>

Revised: July 2014, October 2015
### Programme Intended Learning Outcomes Map

**Postgraduate Diploma in Simulation and Patient Safety**

<table>
<thead>
<tr>
<th>1 Graduate Attributes and Skills</th>
<th>Masters (M) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Core Programme Intended Learning Outcomes
(Using SEEC 2010 descriptors)

<table>
<thead>
<tr>
<th>Aim</th>
<th>Related Core Modules</th>
</tr>
</thead>
</table>

#### Setting
- Operates in complex and specialised contexts (including clinical areas), requiring selection and application from a wide range of advanced techniques and information sources regarding simulation, human factors and patient safety.

| 2, 3, 4 | Simulation and Enhanced Learning Patient Safety and Quality Improvement Human Factors in Healthcare Project design |

#### Knowledge/Understanding
- Demonstrates a deep and systematic understanding of current theoretical and methodological approaches to improve quality and safety in healthcare using simulation and patient safety principles.

| 1, 4 | Simulation and Enhanced Learning Patient Safety and Quality Improvement Human Factors in Healthcare |

#### Cognitive/Intellectual Skills
- Independently critically evaluate appropriate advanced methodology in simulation and patient safety related to their area of clinical practice.

| 2, 3, 4 | Simulation and Enhanced Learning Patient Safety and Quality Improvement Human Factors in Healthcare Project design |

- Designs and undertakes projects to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

- Undertakes analysis of complex, incomplete or contradictory evidence and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

| 2, 3, 4 | Simulation and Enhanced Learning Human Factors in Healthcare Project design |
### Performance and practice

- Autonomously implements and evaluates improvements to human clinical performance drawing on innovative or sectoral best practice.

- Design, conduct and evaluate a project in simulation and patient safety which relates to the healthcare environment.

- Work collaboratively with colleagues and peers to identify areas where quality and patient safety can be improved. Engage with the clinical community and utilise simulation and principles of human factors / patient safety to implement change and improve quality.

### Personal and enabling skills

- Critically reflect on own learning needs in support of development as an advanced scholar and evidence-based practitioner in Simulation, Patient Safety, Quality Improvement and Human Factors.

---

**Simulation and Enhanced Learning**
- Patient Safety and Quality Improvement
- Human Factors in Healthcare

**Personal and enabling skills**
- Project Design

**Simulation and Enhanced Learning**
- Patient Safety and Quality Improvement
- Human Factors in Healthcare

---

Revised: July 2014, October 2015