Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc Prehospital Medicine
Name of interim award(s):	PgDip/PgCert
Duration of study / period of registration:	2 years
Queen Mary programme code(s):	PMSP-QMIHSE2 PSPHO (A3EH)
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	06/06/2024 (by FMD TLC)
Responsible School / Institute:	Institute of Health Sciences Education

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Institute of Pre-Hospital Care at London's Air Ambulance

Programme outline

This part time MSc in Prehospital Medicine is for doctors, paramedics and nurses who wish to gain an advanced knowledge in prehospital medicine and want to make a difference within their healthcare professions. The programme follows the successful iBSc in Prehospital Medicine delivered at Barts and the London School of Medicine and Dentistry. The MSc brings together key areas of theory and practice necessary for advanced practitioners. Focussing both on the tried and tested and the novel- combining concepts, materials and practice to form the technical and non-technical basis for praxis (the theory and practice of practice). The praxis base, of the programme will engage students in taking this type of academic work forward for the discipline (central modules on this are Human Factors and Simulation).

Aims of the programme

The programme aims to further prepare established clinicians for the challenges of practicing medicine in the prehospital phase of care, embracing subject matter that is relevant to the holistic care of patients. The programme will give opportunities for clinicians to realise the potential for technical developments in this field whilst exploring in some depth the supporting non-technical concepts that underpin practice. In doing so, students will understand the principles of research relevant to this area.

Students will be supported to analyse data and academic materials that inform the development of local, national and international guidance. An additional aim is the translation of core scientific principles to praxis.

What will you be expected to achieve?

Students will be expected to demonstrate an ability to apply their knowledge of key underlying academic principles to their area of practice. They will interpret scientific data within the context of prehospital medicine. They will demonstrate a mastery of knowledge in specific subject areas. Students will solve clinically related dilemmas using a detailed understanding of relevant core science and will analyse how this science is relevant to the interpretation of clinical diagnosis. They will synthesise theories based on seminal subject matter cases, demonstrating their applicability to the discipline.
Prehospital medicine as a specialty does not yet have subject benchmark statements.

Academic Content:	
A 1	Approach to interventional procedures from a broad perspective of basic science
A 2	Key pathological features of injury and illness
A 3	the interpretation of a new vocabulary and definitions, used both in the wider communities and industries and in prehospital medicine itself. Covering, for example: Concepts of ergonomics, decision making psychology, communication during human interactions, processing of multiple tasks simultaneously and the limitations of this from scientific and practical viewpoints, the interaction of humans with systems, team behaviors, organisational behaviors, governance processes, debriefing methods and outcomes, feedback, and success and failure in team performance.
A 4	Interpretation of the theory and practice relating to legal and ethical guidance and guidelines

Disciplinary Skills - able to:	
B 1	Apply factual knowledge to prehospital praxis
B 2	Be able to analyse clinician behaviors when they work under pressure and describe the features of high performing medical teams at the scene of accidents etc. toward optimising performance and practices.
B 3	Synthesis of how non-technical principles can be researched and described scientifically and developed academically.

Attributes:	
C 1	Apply understanding of the effects of clinical interventions on implicated organs and tissue
C 2	Apply understanding of the effects on clinical interventions of legal and ethical considerations

C3	An approach of cultural inquisition to post-event clinical findings and investigations
C4	Embrace the types of cultural values that enable positive performance and support within teams. And define and review the principles of governance, in a prehospital system, toward establishing the features of a just culture.
C5	Employ behaviours that promote excellence in clinical practice and an develop the ability to describe the impact of these and their practical applications.
C6	Develop skills to learn continuously in a changing world

How will you learn?

Modules will have a central focus of the 'teaching and learning hub, where students will attend lectures, symposia, small group tutorials and problem solving classes, focussed on the theme of the module. These sessions will contain material delivered by experts in each field, and will be complemented by group work that captures the experience of the students in analysing and developing concepts as applied to the clinical environment. You will be provided with copies of the lecture material. Group work and problem solving sessions will be supported by a faculty team with experience in the relevant area.

Independent learning will enable students to apply their knowledge and skills to their own bespoke clinical environment, and to reflect on the practical application of the new knowledge to the context of their own day-to-day work. For every hour spent in the learning and teaching hub, you will be expected to complete further hours of independent study. Your individual study time could be spent preparing for, or following up on formal study sessions; reading; producing written work; completing projects; and revising for examinations.

The direction of your individual study will be guided by the formal study sessions you attend, along with your reading lists and assignments. However, we expect you to demonstrate an active role in your own learning by reading widely and expanding your own knowledge, understanding and critical ability.

Students will have full access to the college/medical school library and student computing facilities.

The course will use the virtual learning environment provided by the College (QMPlus). This enables lecture notes and handout material to be available electronically, with potential for discussion and question boards.

How will you be assessed?

Assessment methods will vary between modules and will consist of:

Short answer question paper end of module assessments
Portfolio assessments
Dissertation

The format of the assessment will reflect the nature of the material being studied but students will be expected to critically appraise the literature, demonstrate an analytical approach to subject areas and to demonstrate a broad-based knowledge of the module content.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The part-time programme is structured as follows:

Teaching and learning hubs will bring the students together with an expert faculty for symposia, workshops, group working, and individual activities. Lecturers and faculty are a mix of QM academics, clinicians from the IoPHC, and other experts in relevant fields.

Programme Title: Prehospital Medicine

Year One
Throughout the year, 'teaching and learning hubs' will be timetabled as the focus of each of the following modules:

*Applied toxicology for prehospital medicine - one teaching pod consisting of a two-day symposium and two days of workshops etc

*Applied resuscitation science for prehospital medicine - two separate teaching pods, one delivered by experts, the other facilitated by the faculty.

*Law and ethics for prehospital medicine - One teaching pod with a two-day symposium and three days of workshops etc

*Applied anatomy for prehospital medicine - One, 5 day teaching pod with the faculty team

*Dissertation to be introduced with students to submit proposals and begin supporting sessions in year 1

Year Two

Throughout the year, 'teaching and learning hubs' will be timetabled as the focus of each of the following modules:

*Human factors for prehospital medicine - Two teaching pods. In pod one, a two-day symposium followed by two days of workshops. Pod two, two days of workshops and scenario based learning.

*Simulation and moulage for prehospital medicine - Two teaching pods. Pod one includes a two day symposium followed by two days of workshops. Pod two consists of four days of workshops, scenario based learning and group work.

*Dissertation - Written work to be completed in year 2 of the programme.

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied toxicology for prehospital medicine	IHS7201	15	7	Compulsory	1	Semester 1
Applied resuscitation science for prehospital medicine	IHS7202	15	7	Compulsory	1	Semesters 1 & 2
Law and ethics for prehospital medicine	IHS7203	15	7	Compulsory	1	Semester 2
Applied anatomy for prehospital medicine	IHS7204	15	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

Programme Title: Prehospital Medicine

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Human factors for prehospital medicine	IHS7205	30	7	Compulsory	2	Semesters 1 & 2
Simulation and moulage for prehospital medicine	IHS7206	30	7	Compulsory	2	Semesters 1 & 2
Dissertation	IHS7200	60	7	Core	2	Semesters 1-3

What are the entry requirements?

DOCTORS
* MBBS degree or equivalent
* Practicing for at least 3 years post registration.

PARAMEDICS
* A first degree in Paramedic Practice (minimum 2:2) or other equivalent degree.
* Must be registered with the Health Professions Council and practicing for a minimum of 3years, or equivalent.
* Paramedics without a first degree will be considered under exceptional circumstances provided there is evidence of substantial experience in this field.

NURSES
* A first degree in Nursing (minimum of 2:2) or other equivalent degree and experience of prehospital medicine
* Must be registered with the Nursing and Midwifery Council and practicing for a minimum of 3 years, or equivalent.
* Nurses without a first degree will be considered under exceptional circumstances provided there is evidence of substantial experience in the prehospital field

All candidates must meet the following language requirements:

IELTS 7.0 overall (need min writing and speaking scores of 6.5, listening and reading with scores of 5.5) or equivalent approved English language qualification

All applicants must submit Degree Qualification, CV and a Personal Statement as part of application.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The faculty is committed to maintain a high quality standard in the programme.
Each module has a module lead and team of committed faculty who will strive to ensure that delivered and assessed material is current and relevant. An external examiner is appointed to ensure the quality and credibility of the assessment processes.

Faculty and lecturers will contain local and international experts in each field who will provide a peer review process for the course and course materials.
The IHSE Post Graduate Staff-Student Liaison Committee (PGSSLC) provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives from each programme in the Institute together with appropriate representation from staff within the Institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. SSLCs meet regularly throughout the year.

The School of Medicine and Dentistry operates a Learning and Teaching Committee which advises the Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys results.

The Institute operates an Annual Programme Review (APR) of taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. A summary of the Institute's work throughout the year is collated & reviewed to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS, PTES and student module evaluations.

Regular feedback is provided during ad hoc sessions, via formal or informal students evaluation (i.e. questionnaires). Online discussion forums are also available to facilitate communication between students and staff. Faculty will also be possible to keep track of students' access to material and attendance to the teaching and learning hubs. This is very important device to highlight were additional student support is required.

What academic support is available?

Each student will be followed throughout the programme by the Programme Directors, module leads and faculty tutors. Review of student progress will be part of the programme committee team discussions. Module leads and tutors will advise on issues arising from the course, and will act as mentors where appropriate. Alongside this there are all the student support facilities offered by QMUL. Students will have each have at least one supervisor for their dissertations.

Programme-specific rules and facts

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The course has at its core a major objective of clinical applicability of learned material. All material learned is transferable to the working environment both in the prehospital phase of care and in a range of emergency phase work-based situations.

The part time nature of the course allows students to continue their employment and to usefully employ concepts and principles that they learn to their own circumstances. Reflections related to cases from their employment will become a core vehicle for the learning of new material during the course.

Students will have opportunities to engage with the ongoing education processes of the clinical prehospital service in London particularly related to the modules undertaken in year two.

Programme Specification Approval

Person completing Programme Specification:	Prof Dane Goodsman & Dr Gareth Grier
Person responsible for management of programme:	Prof Dane Goodsman
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	
Date Programme Specification approved by Taught Programmes Board:	06/06/2024 (by FMD TLC)