Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

## Section 1 - General Course Information

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Medical Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>PG Cert</td>
</tr>
<tr>
<td>Intermediate Qualification(s)</td>
<td>None</td>
</tr>
<tr>
<td>Awarding Institution</td>
<td>University of Bedfordshire</td>
</tr>
<tr>
<td>Location of Delivery</td>
<td>AP</td>
</tr>
<tr>
<td>Mode(s) of Study and Duration</td>
<td>Part-time typically over one year.</td>
</tr>
</tbody>
</table>
| Core Teaching Pattern | Core Pattern 4 – October start  
Core Pattern 8 – February start |
| FHEQ Level | Level 7 |
| Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement | Academy of Medical Educators (AOME reference 006/2013) |
| PSRB Renewal Date | 14/05/18 |
| University of Bedfordshire Employability accreditation | |
| Route Code (SITS) | PC MESAAP |
| Subject Community | Medical & Dental Education |
| UCAS Course Code | Not applicable |
| Relevant External Benchmarking | QAA Quality Code section A1 (The Framework for Higher Education Qualifications) – Level 7  
Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Level</th>
<th>Credits</th>
<th>Unit Name</th>
<th>Core or option</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC011-6</td>
<td>7</td>
<td>30</td>
<td>Simulation in Practice</td>
<td>C</td>
</tr>
<tr>
<td>MEC004-6</td>
<td>7</td>
<td>30</td>
<td>Contemporary Educational Perspectives</td>
<td>O</td>
</tr>
<tr>
<td>MEC014-6</td>
<td>7</td>
<td>30</td>
<td>Workplace Based Learning</td>
<td>O</td>
</tr>
</tbody>
</table>

Why study this course

The course focuses on a critical approach to simulation and its uses. This is a flexible, blended learning programme designed with the needs of busy medical and healthcare professionals in mind. The course is composed of the core unit (where you also spend time in the University simulation centre) plus one second optional unit (either Workplace Based Learning or Contemporary Educational Perspectives) and is designed to help you develop a sound theoretical basis to your practice as a medical educator, both within simulation and in your wider role as a clinical educator.

Course Summary – Educational Aims

This course seeks to achieve for its students knowledge skills and abilities in:

Enquiry
Students will be able to critically reflect on the process of simulation using evidence from the literature and their knowledge of established theories of learning. They will have the capacity to reflect on their own continuing performance as educators and have the knowledge and skills to develop themselves and their colleagues in the future.

Contextual understanding
Students will understand how policy and politics play a part in the provision of medical education with a focus on simulation. They will have the ability to critique their own local context and educational provision in order to improve and develop the teaching and training that they offer.

Collaboration
Students will have the skills to work in teams in order to design and deliver simulation scenarios and other types of group presentations.

Enterprise
Students will be able to solve local problems by designing appropriate curricula and simulations. Students will also be able to support and where necessary utilise their knowledge and experience to lead simulation education in their area of practice/influence at an inter-disciplinary level.

Entry requirements

Standard:
Standard entry requirements for UK students – http://www.beds.ac.uk/howtoapply/course/postgraduate
Students from the European Union - http://www.beds.ac.uk/howtoapply/course/postgraduate
International students - http://www.beds.ac.uk/howtoapply/international/apply

PSRB details

The PgCert in Medical Simulation has been endorsed by the Academy of Medical Educators, against their Professional Standards in the following domains

1. Design and planning of learning activities
2. Teaching and supporting learners
3. Assessment and feedback to learners
4. Educational research and evidence based practice

5. Educational management and leadership

Successful graduates of this course are therefore eligible to apply for membership of the Academy of Medical Educators through the accredited courses route. Information on how to apply can be found here: http://www.medicaleducators.org/index.cfm/profession/accreditation/ [Last accessed 10/06/15].

Graduate Impact Statements

Graduates will be well versed in the design, delivery and evaluation of simulation-based learning. They will be able to identify opportunities where simulation may be used effectively in healthcare education and training. They will be familiar with briefing, debriefing and feedback methods, having rehearsed these and critically examined their own performance in this regard.

Graduates of this course will have a significant theoretical knowledge and practical skills with which to take leading educational roles within NHS trusts. They will have an understanding of major teaching and learning theories and be able to apply these to local contexts. As they will be competent at reflecting on their own practice, they will be independent learners and able to supervise more junior and less experienced faculty.

Higher Education Achievement Report - Additional Information

Learning and Teaching

The course models best practice in the design and use of simulation as a teaching, learning and assessment approach in healthcare education and training. The course draws upon a wide range of established and innovative approaches to learner support and development. This includes a combination of study days and on-line learning approaches, with students benefiting from the multi-disciplinary learning environment. There are eight contact days for the PgCert in Medical Simulation – four for the core unit and four for the optional unit.

Contact days: The face-to-face taught elements for the core unit, Simulation in Practice, centre around small group work and discussions. Practical simulation experience is provided in the University of Bedfordshire’s simulation centre with actors. The course is facilitated by staff who have research and practical experience in using simulation. This experience enables them to set up an environment in which you will be challenged to think about your current practice and reflect on the evidence for this. You will also collaborate with your peers to run simulations of your own.

In the optional units, Contemporary Educational Perspectives or Workplace Based Learning, you will be challenged to critique your current practice and the theories on which you base your educational practice. Working in small groups you will expand your theoretical understanding of teaching and learning. Both optional units involve collaborative work with peers, culminating in a student led conference. The faculty aim to support you to develop yourself with individually tailored support and opportunities for formative feedback throughout all units.

On-line elements include guided and independent learning elements. You will engage in individual work (e.g. the development of a reflective journal and a personal ‘mandate’ or ‘guiding philosophy’ for simulation) and collectively (e.g. the development of a group wiki, the use of open blogging). The on-line environment also acts as a gateway to key resources and learning materials.

Throughout the course you will also have the opportunity to rehearse and develop skills in writing for a range of academic purposes. The core unit develops approaches to writing in the reflective genre, the optional unit emphasises academic writing. You will develop a range of academic literacies, including literature searching, selection, synthesis and critique.

The course team draw on expertise from their own practice as educators in higher and professional education settings. They also draw on their scholarship and research that spans approaches to teaching, learning and assessment in virtual, real and simulated learning environments.
**Developing your employability**

The following enhanced skills and knowledge are designed to increase your value to your employers:

A critical understanding, articulated in discussion and on paper, of how students learn and some alternatives for designing education, training and assessment

An ability to reflect on your practice and harness lessons to improve it (for example via tutor and peer observation in the simulation centre and presentations designed collaboratively on-line)

An ability to solve problems in clinical practice by designing innovative educational solutions to them

Eligibility for membership of the Academy of Medical Educators

**Department(s)**

Clinical Education and Leadership

**Assessment**

The assessment strategy for the course combines formative and summative elements i.e. assessment for learning and assessment of learning. It is designed to foster strong links between learning on the course and the lived realities of medical and healthcare educators working in Higher and Professional education contexts. It is also designed to enable you to evidence your competence as a healthcare educator, in order to satisfy requirements of professional bodies and regulators.

The choice of assessments is determined on the basis of their fitness for purpose i.e. to evidence achievement of unit learning outcomes at Masters level (Level 7). However, they also rehearse writing for a range of academic purposes; an early assessment point in the core unit is designed to rehearse writing in the reflective genre using the Harvard referencing conventions. Later assessments move to writing in the academic genre, within the traditions of the social sciences. Increasing emphasis is placed on academic literacy and the ability to present complex ideas coherently with reference to appropriate literature. Plentiful opportunities are built in to the course to rehearse these skills, e.g. exercises in problematizing, practice in assessing exemplars of actual (anonymised) assignments, using the criteria we use on the course. By modelling and analysing best practice in educational assessment, we hope students will gain confidence and skills in critiquing, using and developing their own approaches to assessment.

The assessments for the core unit (Simulation in Practice) focus on your own approaches to simulation and its wider use as a teaching, learning and assessment approach. The first assessment is a reflective piece, exploring your personal philosophy for the use of simulation. The second is a problem-based report where you explore the use of simulation as a means to address a ‘problem’ in practice. The final assessment is a case study where you evidence your approach to simulation, drawing on audio-visual and other exemplars, generated from contact days and your own simulation experiences.

The assessments for the core unit move you from writing in the reflective genre to the academic. Formative assessment opportunities arise around the collaborative peer group work that leads to the student presentation. You will also have opportunities to produce detailed plans for your academic paper (Contemporary Educational Perspectives) or case study (Work Based Learning) and received feedback on these. You will always receive feedback on written work within 15 working days. The assessment map below illustrates the type and timing of assessments over two semesters ie for a student completing the PgCert Medical Simulation in one academic year.

**After Graduation**

It is anticipated that whilst most graduates will continue to work within their place of current employment, they may seek extended educational roles and responsibilities.

Graduates may also wish to extend their academic studies to the Diploma and Masters in Medical Education; the PgCert Medical Simulation is a recognised entry route.

**Student Support during the course**

Support will be offered by a range of means including contact with the course co-ordinator, with Unit co-ordinators, with supervisors and the students’ own peer groups. All students will have a named personal tutor who will be responsible for their academic progress throughout the course. Unit and academic tutors
will frequently be the same person but where they are not course meetings will ensure that students who might be ‘at risk’ are identified early on and appropriately supported. The significance of the personal tutor role and the student’s part in the development of a supportive relationship during the programme will be underscored in the initial induction. Those participants who require extra advice and guidance on developing their academic skills will be referred to the PAD facility through BREO.

### Students with disabilities

This course combines face to face and distance learning elements requiring engagement with on-line learning materials and resources. These include text-based, audio and audio-visual materials. We are able to produce transcripts for audio and audio-visual materials should they be required. Text-based materials can be produced in a format suitable for use of text-speech applications. Applicants are encouraged to discuss potential access needs with a member of the course team. Students are able to access specific guidance through our Student Disability and Dyslexia support team. Further information is available at: [http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2](http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2)
Assessment Map

This is a part time course with students typically taking one 30 credit unit per semester.

Students starting in October would take the core unit in semester 1 and the optional unit in semester 2.

Students starting in February would take the core unit in semester 2 and the optional unit in semester 1.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Core or Option</th>
<th>Week of unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MEC011</td>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>Simulation in Practice</td>
<td></td>
<td>S1 or 2</td>
</tr>
<tr>
<td>MEC004</td>
<td>OPTION</td>
<td></td>
</tr>
<tr>
<td>Contemporary Educational Perspectives</td>
<td></td>
<td>S1 or 2</td>
</tr>
<tr>
<td>MEC014</td>
<td>OPTION</td>
<td></td>
</tr>
<tr>
<td>Workplace based Learning</td>
<td></td>
<td>S1 or 2</td>
</tr>
</tbody>
</table>
### Section 3 - Academic Information

This section will be used as part of the approval and review process and peer academics are the target audience.

### Course Learning Outcomes it is intended that you will gain:

Upon successful completion of this course, you should be able to demonstrate:

1. a purposeful and professional approach to the design and facilitation of simulated learning scenarios, including an awareness of personal responsibility and professional codes of conduct as is appropriate to your practice and the curriculums you participate in.

2. a capacity to independently evaluate relevant research, scholarship and practice, including the ability to synthesise information from a range of sources and the capacity to deal with complexity, contradictions and gaps in the current evidence base.

3. a systematic understanding of the wide range of learning, teaching and assessment methods that may be used in simulated settings, being able to selectively and effectively use these in practice.

4. a capacity to critically appraise both your own and others’ practice as educators and learners in simulated settings, including an ability to identify and address emerging development needs through independent and/or collaborative activity.

### Course-specific regulations

#### Teaching, Learning and Assessment

This course has been explicitly designed as a blended learning course combining face-to-face learning (on study days and workshops) with supported, interactive on-line learning. In addition, the course requires students to make explicit links between their learning on the course and the practices they adopt as clinical educators in their own workplaces. This is primarily through the assessment strategy, which combines formative and summative elements.

Students learn how to adopt a purposeful and professional approach to the design and facilitation sessions, through engagement with the faculty who role model skills such as constructive feedback, simulation debriefing and practical teaching skills in the classroom. These skills are assessed in the simulation in practice unit, assessments 2 and 3.

Students learn how to independently evaluate research by engaging in critical discussions on contact days around questions arising from the literature in order to debate the evidence for their practice. The assignments in all three units require students to construct academic arguments that include reference to and analysis of the literature. Feedback on assignments helps students to focus on their abilities to construct a logical argument. Library support is provided and all students are able to contact the subject librarian for help. These skills are assessed across a range of assessments, as the ability to critique literature is a core Masters level skill.

Students gain a systematic understanding of learning, teaching and assessment methods by engaging in online learning and attending the unit contact days where these form the subject matter for much of the taught elements of the course. This knowledge is tested in assignments in each of the units.

The core simulation unit defines simulation very broadly. Students attend days in the simulation suite where they learn how to run complex simulation scenarios and also how to design their own simulations. Actors are employed to play the parts of patients and/or relatives. Literature supporting the basis for using simulation or describing how best to use simulation is used for discussions during the unit. Students are challenged over some common assumptions and invited to read research which proposes an alternative perspective. Students are expected to problematize issues in their own context and propose practical solutions to these.

Students solve an educational problem from their workplace in a range of ways. In the core unit, this is by designing a simulation and critically appraising their own practice as a simulation educator (including debriefing). In the optional unit they examine aspects of practice from one or more identified theoretical perspectives.
### Additional Academic Information

#### Peer-assisted learning (PAL)

<table>
<thead>
<tr>
<th>Initial Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first assessment takes place in week 4 of the core unit. Students are required to produce a piece of reflective writing (of 500 – 750 words, 10% weighting) that offers a personal 'mandate' for the use of simulation. Students are required to reflect upon their experiences of simulation, either as learner or educator, and illustrate your current thinking about the value of simulation in your field(s) of professional practice. This assessment allows students to rehearse writing in the reflective genre and how to use Harvard referencing. It also enables them to gain confidence in using Turnitin.</td>
</tr>
</tbody>
</table>

#### Improving students' learning

The Course introduces and hones students’ abilities to learn in groups, on-line, collaboratively and independently. There are plentiful resources in the VLE, reading lists and Guided Learning activities. Students are enabled to select, read and critique relevant literature, practising this key skill in the first assignment for the optional unit Work Based Learning; this skill can then be harnessed for the second assignment. At induction, students are shown how BREO works and what is available on line to facilitate and stimulate their learning. The diverse assessment formats reflect those prevalent in their fields, e.g. Literature Review in Work Based Learning, critique of their own practice in the core unit Simulation in Practice. Students learn how to work collaboratively both face to face and on-line in both of the optional units.

#### Academic Integrity

Guidelines, with relevant examples, on referencing and presenting work, is included in BREO in all units. Exercises on contact days in which students rehearse assessment include a focus on this academic skill, as well as on plagiarism and how to avoid it. Formative feedback emphasises the need to acknowledge the ideas and/or words of published authors appropriately.

#### HEAR implementation

Leave Blank

#### Internationalisation

The course is written as a part-time course for home/EU students and the team draw on their professional experiences as educators working in the UK and EU. However, the unit draws upon global exemplars and literatures e.g. medical simulation is established in the UK, USA and Australia - these international perspectives are represented in the literature, which provides the evidence base for the students to draw on. The engagement with the learning literatures in optional units invites consideration of historical and cultural influences on the ways in which learning is understood and the pedagogic practices which emerge.

#### Sustainability

This course is based on medical simulation, a technique which has become very common in the UK in the past decade. In order to keep abreast of developments, faculty have experience of research in this field and review the literature and content of the course. Formal course reviews enable the course and content to be assessed as relevant to clinical practitioners.
### Section 4 - Administrative Information
This section will be used as part of the approval and review process and peer academics are the target audience.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>HSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>Medical and Dental Education</td>
</tr>
<tr>
<td>Department/School/Division</td>
<td>Clinical Education and Leadership</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>Tony Kemp</td>
</tr>
<tr>
<td>Version Number</td>
<td>1/15</td>
</tr>
<tr>
<td>Approved by (cf Quality Handbook ch.2)</td>
<td>University Review Event</td>
</tr>
<tr>
<td>Date of approval (dd/mm/yyyy)</td>
<td>23/03/15</td>
</tr>
<tr>
<td>Implementation start-date of this version (plus any identified end-date)</td>
<td>October 15</td>
</tr>
</tbody>
</table>

Form completed by:
Name: Dr Imogen Davies       Date: 14/2/15

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: …………………………………………………………       Date: …………………………………………………

### Course Updates

<table>
<thead>
<tr>
<th>Date (dd/mm/yyyy)</th>
<th>Nature of Update</th>
<th>FTQSC Minute Ref:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>