

# Programme Specification: Post Graduate Taught

## Academic Year 2021/22

### 1. Course Summary

<b>Names of programme and award title(s)</b>	Postgraduate Certificate in Simulation in Clinical Education: Design, Development and Delivery
<b>Award type</b>	Postgraduate Certificate
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Online
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2021/22 is £3,000</p> <p><b>International students:</b></p> <p>Fee for 2021/22 is £3,000</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\*We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 2. Overview of the Programme

This specialist certificate in medical education is designed by experts in simulation for educators using simulation in their teaching. It will help you analyse everyday teaching and learning opportunities and will enhance your knowledge and skills as a trainer.

Medical education is at the core of healthcare provision the world over. Ensuring the future workforce is prepared to meet the challenges of modern healthcare means we need experts in medical education to help shape practice.

Our wide-ranging curriculum delivered by distance learning, fits around you and your working life, whether you are new to teaching and training, or wish to advance existing skills and knowledge.

You will start with a generic compulsory module 'Effective Clinical Teaching'.

There are then two specialist modules in simulation: 'Theoretical Perspectives on Simulation in Clinical Education' and 'Simulation Design and Delivery in Clinical Education', which will then develop and consolidate your understanding and interpretation of simulation to promote and support its application in

healthcare education and practice.

During online workshops you will experience simulation sessions as both a learner and facilitator, allowing you to see how the theoretical concepts behind simulation are applied in practice. You will be supported through the design and development of a simulation-based learning activity for your specific context and in a final workshop, you will lead a session with your fellow students acting as co-facilitators and learners.

The programme offers students the opportunity to study the principles of experiential learning theory in healthcare simulation; the process of creating simulation scenarios and the concepts underlying safe and effective debriefing. In addition to theoretical study, the course aims to promote the wider use of simulation modalities, non-technical skills and human factors in healthcare teaching, learning and practice. The programme offers students the opportunity to study the principles of experiential learning theory in healthcare simulation; the process of creating simulation scenarios and the concepts underlying safe and effective debriefing.

Medicine, nursing and other healthcare professions are competitive fields and continue to be competitive when progressing. It is becoming increasingly important to stand out amongst peers, who will all be high achievers. Having a postgraduate qualification answers that need. Clinical Education is one of the most useful courses for postgraduate study; having a teaching element to one's portfolio adds weight to all healthcare professionals pursuing a career in which some teaching will be expected.

### **3. Aims of the programme**

The aims of the programme are to improve the quality and effectiveness of teaching in the clinical setting; to understand the fundamental concepts of healthcare simulation design, development and delivery; and to understand the human factors involved in simulation design.

### **4. What you will learn**

#### **Subject knowledge and understanding**

Successful students will be able to:

1. Analyse and critically evaluate the important theories of learning and demonstrate how these theories inform their teaching practice
2. Review a range of teaching methods and strategies, incorporate them appropriately into their educational practice and reflect on this process and the outcomes
3. Evaluate different types of assessment and align them appropriately to the learning outcomes
4. Relate assessment strategies to learning objectives and outcomes
5. Relate assessment to evaluation of teaching
6. Contrast assessment and appraisal and use these processes appropriately in their educational setting
7. Devise and evaluate assessments for their own students

#### **Subject specific skills**

Successful students will be able to:

1. Design and critique a simulation-based exercise
2. Critically evaluate the role of debriefing and feedback in simulation in clinical education
3. Appraise the current technologies and modalities used in simulation in clinical education
4. Understand the importance of the faculty in the delivery of a simulation-based exercise in clinical education
5. Critically analyse and synthesise the evidence base for simulation in clinical education
6. Carry out an educational needs assessment for a learner to inform the design and delivery of a simulation-based exercise in a learning environment
7. Appraise the role of simulation within a wider clinical curriculum

8. Critically analyse the use of simulation as an assessment tool in clinical education
9. Appraise the use of 'fidelity' in simulation and its impact on teaching and learning

### **Key or transferable skills (including employability skills)**

1. Doctors, Physicians Associates, Paramedics, Physiotherapists, Nurses and all healthcare professionals, who wish to be in a position to provide supervision and instruction in either Secondary or Primary Care setting will need to complete a relevant postgraduate qualification in addition to their undergraduate degree
2. Further specialised training will increasingly be undertaken in their 'training years' following primary qualification
3. Simulation is an expanding field where students may gain experience in a non-threatening environment without involving patients
4. Following the COVID-19 pandemic it is likely that more teaching will be undertaken in a simulated environment which can be more easily controlled

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **5. How is the programme taught?**

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Web-based lectures and presentations (recorded and synchronous)
- Interactive blogs using MS Teams or similar software
- Small group teaching, specifically developing skills required for feedback and debriefing
- Peer activities designing simulation-based educational activities

The programme is taught completely online in three distinct phases constituting three compulsory modules which are normally undertaken over the period of a year in a sequential fashion:

1. Effective Clinical Teaching
2. Theoretical Perspectives on Simulation in Clinical Education
3. Simulation Design and Delivery in Clinical Education

Apart from the formal activities associated with these modules, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

Students will be expected to work through the learning content and activities in order to meet module aims. In addition to learning activities, students will be expected to engage in reading and discussions via the online discussion board. Resources will be provided to aid completion of learning activities alongside providing opportunity for students to reflect on their own teaching and educational philosophy.

## **6. Teaching Staff**

Academics from Keele University with experience in education and simulation based training, along with experienced clinicians and health care professionals based at the University Hospital of North Midlands and Shrewsbury and Telford Hospitals have designed and will deliver this programme.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

This distance learning course is delivered fully online, via an established learning platform and using remote teaching resources developed at the state-of-the-art simulation suite in the University Hospital of North Midlands and Shrewsbury and Telford Hospitals. This is a multidisciplinary course, suitable for all healthcare professionals with an interest or involvement in delivering simulation based training and education.

The programme is divided into three compulsory modules.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	60	0	0	0	0

### Module Lists

#### *Level 7*

Compulsory modules	Module Code	Credits	Period
Effective Clinical Teaching	PAR-40023	30	Semester 1
Theoretical Perspectives on Simulation in Clinical Education	PAR-40061	15	Semester 2
Simulation Design and Delivery in Clinical Education	PAR-40063	15	Semester 2

### Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

#### *Level 7*

The following learning outcomes are drawn from the three modules that make up the programme

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Analyse and critically evaluate the important theories of learning and demonstrate how these theories inform their teaching practice	Theoretical Perspectives on Simulation in Clinical Education - PAR-40061
Review a range of teaching methods and strategies, incorporate them appropriately into their educational practice and reflect on this process and the outcomes	All modules
Distinguish between types of assessment and choose methods appropriate to the purpose	All modules
Relate assessment strategies to learning objectives and outcomes	All modules
Relate assessment to evaluation of teaching	All modules
Contrast assessment and appraisal and use these processes appropriately in their educational setting	Effective Clinical Teaching - PAR-40023 Theoretical Perspectives on Simulation in Clinical Education - PAR-40061
Devise and evaluate assessments for their own students	Effective Clinical Teaching - PAR-40023

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Design and critique a simulation-based exercise	Simulation Design and Delivery in Clinical Education - PAR-40063
Critically evaluate the role of debriefing and feedback in simulation in clinical education	All modules
Understand and appraise the current technologies and modalities used in simulation in clinical education	All modules
Understand the importance of the setting in the delivery of a simulation-based exercise in clinical education	All modules
Critically analyse and synthesise the evidence base for simulation in clinical education	Theoretical Perspectives on Simulation in Clinical Education - PAR-40061
Carry out an educational needs assessment for a learner to inform the design and delivery of a simulation-based exercise in a learning environment	Simulation Design and Delivery in Clinical Education - PAR-40063
Understand and appraise the role of simulation within a wider clinical curriculum	All modules
Critically analyse the use of simulation as an assessment tool in clinical education	All modules
Appraise the use of 'fidelity' in simulation and its impact on teaching and learning	All modules

## 8. Final and intermediate awards

Students will need to gain 60 credits at Level 7 to gain the Postgraduate Certificate in Simulation in Clinical Education: Design, Development and Delivery.

## **9. How is the Programme Assessed?**

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- A portfolio of evidence enables students to provide evidence of effective teaching.
- Reflective exercises within the portfolio enable students to reflect on their learning.
- Written assignments enable students to demonstrate effective critical appraisal of the literature and provide evidence of debriefing and feedback in simulation.
- A project to develop a 'conference style' poster enables students to demonstrate effective simulation design.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## **10. Accreditation**

This programme does not have accreditation from an external body.

## **11. University Regulations**

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## **12. What are the typical admission requirements for the Programme?**

Applicants, who would normally be clinicians or allied health professionals, should hold a first level degree from the healthcare professions.

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

## **13. How are students supported on the programme?**

The student's educational supervisor is normally the Course Director for the duration of the Postgraduate Certificate course but any student may request allocation of an alternative educational supervisor for any reason and such a request will be accommodated whenever possible.

The student's Personal Tutor is a first point of contact for general guidance on academic and career development and in consultation with them, students may be referred to specialist academic support services within the University.

The Personal Tutor will also provide advice, support and general guidance on non-academic issues or, again, in consultation with students refer them to pastoral support services within the University, where necessary.

Additional educational support is available from the module leads. The majority of the course is delivered using on-line small group teaching and this also provides peer support.

Additional support can be sought from Student Services: <https://www.keele.ac.uk/students/>

## **14. Learning Resources**

Students will be expected to have access to computer and internet facilities to access the variety of educational materials. As a distance learning course, a list of e-books and articles will be included on-line. Students will have electronic access to appropriate printed materials.

The course is hosted in the Keele Virtual Learning Environment and a MS Teams platform, which is accessed via the Keele University website.

## 15. Other Learning Opportunities

As a fully registered postgraduate student, participants will have all the wider range of University learning resources available; for example library and writing clinics.

## 16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Board as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:  
<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## Version History

### This document

**Date Approved:** 09 June 2021

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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