

## Postgraduate Certificate Simulation in Clinical Practice 2024-25 Application Handbook



**Course Leader:**

Dr Wajeeha Aziz

[W.Aziz@bsms.ac.uk](mailto:W.Aziz@bsms.ac.uk)

**Course Coordinator:**

Kirstine Ross

[simulation@bsms.ac.uk](mailto:simulation@bsms.ac.uk)

## Contents

Contents.....	3
Introduction .....	4
Aims and Learning Outcomes for the Course .....	4
Aims .....	4
Learning Outcomes.....	4
Entry Requirements .....	5
Course Structure .....	6
Module Descriptors.....	6
MDM148 Principles and Practice of Simulation in Clinical Practice .....	6
MDM149 Feedback and Debriefing .....	7
MDM28 Teaching and Learning in Medical Education .....	7
MDM162 Digital Learning Practice .....	8
Timetable .....	8
Fees .....	9
Teaching Staff.....	10
Teaching and Learning Methods.....	10
Assessment .....	10
Assessment of modules.....	11
How to Apply.....	11

## Introduction

The Postgraduate Certificate in Simulation in Clinical Practice is a new course which has been developed to meet the needs of NHS practitioners and trainers in whose responsibility is to deliver



Simulation Based Education (SBE). This is aligned to the national and local strategies in Technology Enhanced Learning (TEL) advocated by Health Education England. The course is based within Brighton and Sussex Medical School, and is jointly validated by the University of Brighton and the University of Sussex. However, it is suitable for all types of roles within the NHS and higher education,

and it is delivered using a multi-disciplinary approach with members of the **Sussex Simulation Hub**.

## Aims and Learning Outcomes for the Course

### Aims

This course aims to provide a sound basis of knowledge and experience for practitioners undertaking SBME delivery in their local trust or higher education institution.

The course objectives are:

- The rigorous application of sound educational principles applied to simulation based medical education.
- An emphasis on multi-professional potential and focus of simulation activities
- A strong ethos of evaluation, assessment and research to underpin the development of simulation based programmes in clinical practice
- Group-work activities which immerse the learner in the essential features of SBME. E.g. Feedback and debriefing
- A work-based portfolio documenting evidence of teaching in SBME in the workplace, including peer observation of practice, self-evaluation and reflective discussion.

### Learning Outcomes

On successful completion of this course, you will be able to:

- Demonstrate a critical understanding of how educational principles can be applied to various forms of simulation-based learning.
- Demonstrate in-depth knowledge of the broad typology of simulation strategies linked to learning outcomes, context and fidelity.
- Show a critical understanding of feedback and debriefing used commonly in simulation
- Demonstrate a critical awareness of the evidence base underpinning simulation-based learning.
- Understand and demonstrate a critical awareness of aspects of debriefing.
- Apply outcomes from the module to simulation-based training in practice, and be able to assess and evaluate the training and its impact upon learning and patient care
- A critical awareness of how to apply feedback in the context of simulation-based learning.
- Understand and demonstrate the principles of critical reflection to reconstruct practice.
- Demonstrate a deep understanding of the concept of transformative learning and the role of extrinsic and intrinsic feedback in reconstructing practice.
- Facilitate learning in both academic and practice settings.
- Develop and enhance their teaching skills in medical education.
- Gain an awareness and familiarity in enhanced technology in medical and health education, and demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations.
- Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject.
- Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area.
- Critically appraise a variety of research papers across a range of study designs.
- Carry out an appropriate, rigorous review of the literature.
- Be aware of ethical and governance issues in research.

## Entry Requirements

Applications are welcome from trainers in medicine and nursing and from other specialisms in the

health and social care professions. Current employment in a clinical role which includes teaching or developing simulation-based education is essential with evidence of prior study at Bachelors level or equivalent.

This course is only open to applications from UK/ EU/ Island residents.

Claims for the Recognition of Prior Learning (RPL) will be considered.

***International applicants may be accepted if they are currently working within the NHS on a Tier 2 Visa. Please be advised that in this instance you will be assessed by the admissions department as an overseas student for fees purposes and the fee for the course will be £7,017.***

The BSMS Postgraduate Induction Day will take place on **Tuesday, September 17<sup>th</sup> 2024**, for all successful applicants and you are strongly recommended to attend.

\*The date & location are subject to change

## Course Structure

Module	Status
<b>MDM148 Principles and Practice of Simulation</b>	<b>Mandatory (20 credits)</b>
<b>MDM149 Feedback and Debriefing in Simulation</b>	<b>Mandatory (20 credits)</b>
<b>MDM28 Teaching and Learning in Medical Education</b>	<b>(20 credits)</b>
<b>OR</b>	
<b>MDM162 Digital Learning</b>	<b>(20 credits)</b>

## Module Descriptors

### **MDM148 Principles and Practice of Simulation in Clinical Practice**

This module directs you towards a deeper understanding of the underlying educational principles that form the basis of the various applications involved in Simulation Based Medical Education (SBME), and will enable you to develop teaching and learning in the practice setting.

It will provide illustrations of key educational principles involved in SBME through practical workshops/group work, covering key issues such as choosing the correct method in your teaching/research, high and low fidelity methods, simulated patients (SP), feedback and

debriefing, the typology of SBE, virtual simulation, assessment and evaluation.

The module is assessed by means of a **3,000-word written assignment** focused upon an area of SBME that is relevant to your clinical role (Full details of this are given in the Module Handbook.)

NB. This module can be taken as a stand-alone option for CPD, or can be part of the Postgraduate Certificate of Simulation in Clinical Practice, and applications from all disciplines within healthcare are welcomed.

### **MDM149 Feedback and Debriefing**

This module will deliver a blend of practical sessions and group work to illustrate various approaches to the core activities of feedback and debriefing within SBME. Participants will be expected to enter into group work scenarios focused on areas such as exploratory discourse, and more conventional feedback associated with psychomotor tasks.

An important aspect of this module will be taking forwards some of the theories and ideas into a **portfolio**, which will demonstrate skills and competencies through teaching in the workplace. Students will be expected to produce a portfolio of teaching practice covering five separate episodes, and include in this peer observation of teaching, self-evaluation, and reflective analysis. Modular assessment is by means of successful completion of the portfolio.

Participants will be expected to produce a **5000-word portfolio** which will include 5 sessions of teaching with Peer observation of teaching (POT) for personal development, to include reflective accounts of learning through teaching, from a personal perspective and that of the learner e.g. issues that arise with feedback.

### **MDM28 Teaching and Learning in Medical Education**

The module will enable the participants to reflect upon their previous teaching and learning, and to explore and apply educational theories to their current and future teaching and professional practice. Technology enhanced learning and evidence based educational practice will be central to his module.

The module aims to ensure the teacher is also a learner by enabling the participants to:

- Facilitate learning in both academic and practice settings;
- Learn in both academic and practice settings

- Develop and enhance their teaching skills in medical education.
- Gain an awareness and familiarity in enhanced technology in medical and health education

The module is assessed by means of **a 3,000-word written assignment**. (Full details of this are given in the Module Handbook.)

## **MDM162 Digital Learning Practice**

This module is designed to offer participants the opportunity to plan, design & develop the implementation and evaluation of a technology enhanced learning activity/digital learning resource in a clinical/medical education environment relevant to their own practice. Participants will engage in on-line faculty and peer support. Students will keep a reflective journal on the development process for the duration of the module.

The module aims to:

- To enable participants to understand the theoretical rationale for, and potential utility of, technology enhanced learning in their own clinical educational environment.
- To enable participants to locate, analyse and develop digital technologies to support learning and teaching in healthcare.

The module is assessed **with a ten-minute digital learning resource of the student's choice and a 2000 word written "Technology Enhanced Learning" lesson development or an implementation plan**. (Full details of this are given in the Module Handbook).

Students are to take both MDM148 & MDM149 but it is optional whether they take MDM28 or MDM162 depending on what module is most relevant to them.

## **Timetable**

We recommend students to take a maximum of 2 modules per academic year due to the demands of the course. Usually students complete MDM148 and MDM149 in Year 1, and MDM28 or MDM162 in Year 2. The dates for these modules are shown below.

If you need to complete the entire PG Cert in 1 year please discuss this with the Course Leader.

Year	Month	Induction day	Principles and Practice of Simulation (MDM148)	Feedback and Debriefing in Simulation (MDM149)	Learning and Teaching in Medical Education (MDM28C)	Digital Learning Practice (MDM162)	Semester
2024	Sep	17 <sup>th</sup> 2024					SEM 1
	Oct						
	Nov		11 <sup>th</sup> - 15 <sup>th</sup> November 24				
	Dec						
2025	Jan				14 <sup>th</sup> , 15 <sup>th</sup> , 16 <sup>th</sup> , & 28 <sup>th</sup> , 29 <sup>th</sup> Jan 25		SEM 2
	Feb			3 <sup>rd</sup> – 6 <sup>th</sup> March 25			
	May			8 <sup>th</sup> May			
	Jun					9 <sup>th</sup> – 12 <sup>th</sup> June 25	
<b>Total attendance days</b>		1	5	5	5	5	
<b>Assignment Date</b>			4 <sup>th</sup> Feb 2025	2 <sup>nd</sup> Sept 2025	1 <sup>th</sup> April 2025	2 <sup>nd</sup> Sept 2025	

MDM148 & MDM149 are to be taught in person at the University of Brighton Falmer Campus.

MDM28C is to be taught as a blended learning style, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup> January to be taught on University of Brighton Falmer Campus as face to face & 28<sup>th</sup> & 29<sup>th</sup> January will be taught via Microsoft Teams the Universities preferred collaborative platform.

MDM162 is to be taught as a blended learning style, 10<sup>th</sup> June to be taught on University of Brighton Campus and 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> June taught via Microsoft Teams the Universities preferred collaborative platform.

## Fees

### Course Fee 2024-25

**UK Applicants - £3,501**

**International Applicants - £7,017**

The fees listed are the overall costs for the course to be taken in the academic year 2024-2025.

Where courses are taken part-time over more than one academic year, fees are usually charged



pro-rata for the modules taken during each academic year. There may be a small increase in fees each year in line with inflation.

With effect from 2021/22 onwards, EU nationals starting new postgraduate courses will pay international fees and will not be eligible for student funding from the UK government. However, there are exceptions to this for Irish nationals and EU nationals with settled or pre-settled status under the EU Settlement Scheme. For the latest information, please see [www.gov.uk/student-finance](http://www.gov.uk/student-finance)

Although the course is not open to applications from International Students, we do accept students if they are currently working within the NHS on a Tier 2 Visa. Please be advised that in this instance you will be assessed by the admissions department as an overseas student for fees purposes and the fee for the course will be at the higher rate.

For further university fee information please contact: [fees@brighton.ac.uk](mailto:fees@brighton.ac.uk) or visit the following link:

[Finances \(brighton.ac.uk\)](http://Finances.brighton.ac.uk)

## Teaching Staff

Academic staff from Brighton and Sussex Medical School and other faculties in the Universities of Brighton and Sussex are involved in the provision of teaching in a modular format, at Masters (M) level. Specialist teaching is provided by consultants, specialists and other clinical staff from Trusts and organisations in and around the region. The extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses at Brighton and Sussex Medical School.

## Teaching and Learning Methods

As with all Masters courses, there is a considerable degree of independent study. Teaching methods encompass lectures, whole group discussions, small group discussions, critical appraisal workshops and individual tutorials. Maintaining employment throughout the course ensures the transfer of knowledge and skills from the course into the workplace.

## Assessment

Modules are assessed by summative essays and Peer Observation of Teaching sessions (MDM149 only). More details are provided in the individual module handbooks, and will be discussed in detail during teaching sessions at the University.

## Assessment of modules

Assessments are intended to ensure that you have achieved the learning outcomes for the modules that you have taken. The details of assessment for each module will be available in the individual module handbooks. It is usual for assignments to be relevant both to the module and to your own personal and professional development needs. Please see the table below for details of the grades awarded.

Percentage	Level
70% - 79%	Distinction
60% - 69%	Merit
50% - 59%	Pass
40% - 49%	Fail / Refer
<40%	Fail

## How to Apply

Please apply online via the following link:

<https://www.bsms.ac.uk/postgraduate/taught-degrees/simulation-in-clinical-practice.aspx>

If you have any further questions please contact the Course Coordinator via the email address on the cover page.