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and social research
Institute of Education
University of London

MA in Technology and Simulation in Clinical Practice

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LondonDeanery

STeLI

Simulation & Technology-enhanced Learning Initiative

MA Technology and Simulation in Clinical Practice

This MA is aimed at clinical practitioners who use simulation and educational technologies to teach and learn clinical practice. The course has been developed as a collaborative project between the London Deanery and the Institute of Education. Through reflection on practice, you will explore:

- teaching and learning with simulation technologies in clinical education.
- the impact of technology-enhanced learning on team-based clinical practice.
- how simulation and other technologies contribute to work-based learning.
- how to research and evaluate the use of simulation and educational technologies in clinical settings.

The course is taught by experts with a track record of research and teaching in the use of simulation and technologies for professional education and clinical practice.

We welcome applications throughout the academic year.

For further information, please contact the course leader, Dr. Caroline Pelletier:
C.Pelletier@ioe.ac.uk or 020 7911 5448

What is the course about?

The course aims to equip clinical practitioners with the knowledge and understanding required to implement the move toward technology and simulation-based learning in clinical settings. Some of the questions underpinning the course include:

- How can the use of simulation be evaluated in clinical settings?
- How does the use of educational technology and simulation affect what is learned about clinical practice?
- How can simulation enhance interprofessional communication and team-based working?
- How can theories of learning and teaching contribute to the design of technology-enhanced clinical education?
- How can the quality of research on simulation and educational technology be evaluated?
- What ethical issues are raised by the use of technology and simulation as learning resources?

These questions have become increasingly important following the development of technology- and simulation-based learning in clinical settings. Such a development has been triggered by the implementation of the European working time directive, and changes to the organisation of healthcare and medical education. In the face of significant reductions in the amount of time for work-based learning experienced by clinical practitioners, new educational strategies have emerged in clinical education, including the increasing use of simulation technologies. This course is unique in focusing on the issues raised by these new strategies and how they can best be realised, supported and developed in clinical settings.

The course has been developed in support of the Simulation & Technology-enhanced Learning Initiative (STeLI), a flagship project of the London Deanery and NHS London's Workforce Development programme.

Who is the course for?

The course is for anyone with an interest in, and experience of, teaching and learning with technology and simulation in clinical settings.

How will the course relate to my experience?

The course is designed to integrate clinical professional experience with research on learning and teaching, supporting you to reflect on and improve your professional practice. Assessment tasks are structured to enable you to develop your understanding of your professional practice, for example by bringing research literature to bear on the analysis of

technology- and simulation-based education in your clinical setting. Intensive face-to-face teaching will support the development of advanced analytical skills, so that you can gain the critical faculties required to facilitate, research and innovate strategies for technology- and simulation-based teaching and learning in your workplace.

Who teaches the course?

The course tutors are based in centres of teaching and research excellence at the Institute of Education: the London Knowledge Lab and the Department of Lifelong and Comparative education. They include Professor Gunther Kress, Professor Diana Laurillard, Professor Richard Noss, Professor Michael Young, Dr Diane Carr, Dr Jan Derry, Dr David Guile, Dr Martin Oliver, Dr Caroline Pelletier, Dr. Kaska Porayska-Pomsta, Dr Sara Price, and Dr Neil Selwyn.

The course tutors are researchers who specialize in technology, simulation and professional education, including clinical education. In organizing and teaching the course, tutors draw on their direct experience of doing research in educational, clinical and other professional settings. This means that teaching makes extensive use of empirical and theoretical research. The course tutors also have many years experience of teaching professional student groups, including clinical professionals.

How is the course structured?

The course consists of two core modules:

Technology and simulation in clinical practice: perspectives and debates – For this module, you will explore concepts and methods to describe and evaluate the use of technology and simulation in clinical education. You will review how technology-enhanced learning and simulation contribute to the development of professionalism in clinical practice, and to interprofessional communication. The ethical issues raised by teaching clinical practice using simulation and technology-enhanced learning will also be examined. Assessment tasks are structured to enable you to analyse your professional experience in the light of educational research literature.

Learning and Teaching with Simulation – For this module, you will examine different approaches for learning and teaching clinical practice using simulation. You will explore the theories of learning and teaching most relevant to simulation-based education, and review the issues raised by simulation in clinical practice, including the transfer of knowledge from simulated to real settings. The module also provides the opportunity to examine how simulation technologies are designed as well as the different methodologies for evaluating their effectiveness. Key questions for this module are: how does learning with simulation technologies transfer to sites of ‘real’ clinical practice? How is clinical reality constructed in simulated settings? How do we teach and learn with simulation technologies? Assessment

tasks are structured to enable you examine how simulation-based education can be improved in the light of education research.

Further information about each core module is available on the Institute website: ioe.ac.uk.

In addition to the two core modules, you will also undertake either:

- two optional modules + dissertation

or

- three optional modules + report

Optional modules can be chosen from across the Institute of Education's course offering. Depending on the combination of your optional modules, you will be eligible for fellowship of the Higher Education Academy (HEA).

We recommend the following modules:

- Technology and Education Beyond the Classroom
- Education and Technology: key issues and debates
- Contemporary Issues in Clinical Education
- Education for the Professions
- Learning And Teaching With Technologies
- Learning and Teaching for Adults
- Understanding Education Research

Dissertations / reports give you the opportunity to research your choice of topic in depth. You will receive one-to-one support for your dissertation or report. Dissertations consist of 20,000 words, reports consist of 10,000 words.

How long will the course last?

The course can be studied part time or full time: in part-time-mode, the course can be completed in two to four years; in full-time mode, the course is completed in one year. Teaching is face-to-face at the Institute of Education. Optional modules may be delivered through different patterns of attendance; for instance, some of the recommended optional modules are taught online.

Teaching on the core modules is organised to fit around clinical timetables as far as possible. Each module consists of five whole-day teaching sessions. This means that over a term (approximately a three-month period), whole-day teaching sessions will take place every two weeks. The dates are available far in advance so that you can organise to be released from work in plenty of time – please contact the course leader, Dr Caroline Pelletier, as soon as possible to obtain the dates.

When can I start the course?

There are three entry points in the course: in October, January and April.

How will the course be assessed?

Assessment tasks are designed to support critical engagement with research literature, and to enable course participants to review, analyse and evaluate their own professional experience and workplace practices. All modules include formative and summative assessment and a variety of tasks designed to support understanding and writing.

What support will be offered?

The course is designed to support adults who may not have studied for some time, and who are likely to be new to reading and writing social sciences research. There are many opportunities for one-to-one meetings with tutors who are specialists in the subject area, and also with tutors who have extensive experience of supporting academic writing. Work-based tasks are designed to make use of participants' professional experience.

Tutors are available to consult on all aspects of the course, and make every effort to be flexible and supportive to enable participants to complete their studies successfully.

Course participants will have access to London's largest education library, a large number of electronic journals, an online support environment (Blackboard), and the vibrant student and research culture at the IOE. You will also be able to participate in events and activities at the IOE, such as seminars, open lectures, and the activities of the 'Researching Medical Learning and Practice' (RMLP) network, based at the Institute of Education.

What qualifications do I need to begin the course?

Course participants will normally be expected to have a good undergraduate degree (2.2 or above), and at least one year's professional experience in a relevant setting. If you do not meet these requirements, it is also possible to submit an essay or portfolio for evaluation by the course tutors.

What does the course cost?

Please consult the IoE website to find out the latest information about fees, or contact the course leader, Dr Caroline Pelletier.

Bursaries are available from the London Deanery for London clinical educators. Please see www.simulation.londondeanery.ac.uk/funding-opportunities for details. There are also discounts available for IOE alumni, and people referred by alumni.

What do I need to do to enrol on the course?

Applications can be made online www.ukpass.co.uk. If you have the necessary qualifications and/or experience, we will offer you a place.