

Wendy

Simulation: informing and enhancing curriculum in HWSC

Transcript

I'm Associate Head of School for Curriculum for Health, Wellbeing and Social Care. My project is looking at simulation and simulation as a way of teaching learning and assessment. So, we know that simulation is a really big area of growth when we look at teaching, learning and assessment across higher education and for us, we're looking at simulation as thinking about it replacing real experiences with online learning opportunities. It looks to replicate the real world.

Initial research around simulation does show that it enhances student experiences, that they enjoy it, that it helps with academic achievement and generally students find it quite a satisfying way of learning, particularly if the opportunity to do the real thing is not out there. Simulation helps resolve practical dilemmas and mitigates ethical tensions. So for example, it's not always easy to go out and try something out on the real person without having practised it first and simulation helps us to do that, and for me simulation is a way in which to enhance communities of learning, enhance this feeling of being a student in touch with other students, in touch with our tutors, that allows real situations to be experienced from their computers, their laptops.

At the moment it's myself and a colleague who has already started research and tested out simulation or other types of technological online learning for students and he's a colleague who comes from a background of social work, so it's quite different from my background, which is in health, and we think that's quite complementary. Other people involved in this project draw from our wider university body. So, for example we've got colleagues who are part of the Test and Learn digital strategy group.

So, looking at the impact of this project, really what I'm hoping to do is I'm looking to build simulation into the higher education curriculum in an appropriate way. I genuinely believe the best way to learn is to actually be out there and doing it, but we also know to be out there and doing it our students need to practice and for me simulation is a way in which they can practice. So, I'm looking at seeing how what we do will influence and align our curriculum to simulation and simulation development for our students. Once we've done that and once we've made those recommendations then we can begin to put the projects on the ground that are going to make the difference.

What do I personally hope to gain from this project? Being part of something that makes difference to our students' ability to go out and learn, our ability to offer that learning at a really high quality, that will make a difference to the people that our students go out and work with.