Simulation Fellow Objectives

The simulation fellowship is mapped to "**The Scottish Faculty Development Programme for Simulation Based Learning Educators National Outcomes Framework (2017)"** (Appendix 1). This, in turn, is mapped to the General Medical Council (GMC) trainer standards, the Association for Simulated Practice in Healthcare (ASPiH) standards and the Academy of Medical Educators (AoME) standards. In addition to the following objectives, by the conclusion of their placement, simulation fellows will have completed all 3 Tiers of the National Outcomes Framework.

Months	
1-3	Facilitation • Attend faculty development course • Facilitate on undergraduate course under direct supervision Technical • Able to operate fixed audiovisual equipment (SMOTS) • Able to operate simpler mannequins (e.g. Laerdal) • Familiar with ancillary equipment (gas supplies, clinical equipment including defibrillator) Research/Education • Enrolment in Postgraduate Certificate in Medical Education course • Able to demonstrate a structured approach to reviewing scientific papers • Continue on-going research project(s) Management/Leadership • Attend management board meeting • Familiar with day-to-day management of simulation centre (including online project management software if available) • Familiar with facilitator feedback mechanisms

4-6	Facilitation • Facilitate on postgraduate course under direct supervision • Facilitate undergraduate course under local supervision Technical • Able to operate mobile audiovisual equipment (SMOTS) • Able to set up simpler mannequins • Able to operate sophisticated mannequin if available (e.g. CAE-METI) • Able to operate simulation apps if used (e.g. SimMon) Research/Education • Present at Association for Simulated Practice in Healthcare (ASPiH) conference • Design course (business case to include: likely audience, needs analysis, teaching modalities, marketing) • Design research project Management/Leadership • Attend NHS Education for Scotland (NES) Clinical Skills Group meeting • Able to provide feedback to other facilitators using a feedback tool (e.g. DASH)
7-9	Facilitation • Facilitate an *in situ* simulation event under direct supervisions • Facilitate course under local supervision Technical • Able to set up sophisticated mannequins if available (e.g. CAE-METI) Research/Education • Continue research project • Complete new course (recruit participants; complete scenario design)

	Management/Leadership • Recruit faculty for new course • Advise simulation technician(s) on roles, moulage, equipment needed for new course
10-12	Facilitation • Facilitate on course which they have designed • Facilitate on faculty development course Research/Education • Completion of Postgraduate Certificate in Medical Education course • Present at Scottish Medical Education Conference (SMEC) • Present at Scottish Clinical Skills Network (SCSN) meeting • Present at Society in Europe of Simulation Applied to Medicine (SESAM) meeting • Complete research project or ensure next simulation fellow is able to continue research project Management/Leadership • Present report of year's activities to management board

Appendix 1:

CLINICAL SKILLS
Managed Educational Network
Excellent skills for excellent care

NHS
Education
for
Scotland

The Scottish Faculty Development Programme for Simulation Based Learning Educators

Faculty Development for Simulation- A National Outcomes Framework

Shared Vision

Every health care practitioner who uses simulation for teaching and learning requires to undertake appropriate training and needs to demonstrate evidence of ongoing maintenance and development of their role as an SBL educator

Shared Plan

Using an iterative consensus approach the below organisations have contributed to the development of a national approach to the provision and development of high level outcomes for standard faculty development for simulation based educators. Three tiers of faculty development for SBL educators have been identified with strategic Intended Learning Outcomes. These are: Awareness, Introductory and Advanced tiers. These can then be used to match current delivery of SBE educator courses or programmes. This approach should support the diversity of need from educators and enhance the standard of provision programmes and courses of faculty development within Scotland. This outcome framework for Simulation based educators has been developed taking account of the following:

- The Framework for Technology Enhanced Learning (TEL) published in 2011 which made several key recommendations related to simulation based education. In particular recommendations 1, 5b and 5c focus on the need to use simulation to learn skills and for there to be nominated leaders in simulation and for curriculum planners map outcomes to simulation.
- The General Medical Council (GMC) in the trainee doctor guide (8.7) also recommend the use of simulation.
- The Temple Report Time for Training and The Shape of Training recent recommendations on postgraduate medical training recognize the potential of SBE.
- The Academy of Medical Educator (AoME) standards
- The Association for Simulated Practice in Healthcare (ASPiH) standards
- The GMC trainer standards

This document once agreed will be presented at the NES CSMEN group and then shared with other interested organisations.
This is a joint collaboration between:

- Clinical Skills Managed Educational Network (CSMEN)
- British Association for Immediate Care Scotland (BASICS)
- Royal College of Surgeons of Edinburgh, Faculty of Surgical Trainers
- Scottish Centre for Simulation and Clinical Human Factors (SCSCHF)
- Institute of Healthcare Skills Education (IHSE), University of Dundee
- Royal College of Emergency Medicine

Faculty Development for Simulation- A National Outcomes Framework

CLINICAL SKILLS Managed Educational Network Excellent skills for excellent care

NHS Education for Scotland

Instructions for use

Please match your own faculty development programme against the identified high level outcomes identified across the three tiers. Please use the framework to identify any gaps in your course or programme through ticking the met or unmet boxes and submit completed form annually to (*insert details of organisation).*

Tier 1. Awareness of Simulation to Educators

AoME Domains Domain 1-Design and Planning learning activities**,** Domain 2- Teaching and Supporting Learners, Domain 3 -Assessment and Feedback for Learners, Domain 4 Education and Research and evidence base , Domain 5- Education Management and Leadership

GMC trainer domains Ensuring safe and effective patient care through training 2. Establishing an effective learning environment 3. Teaching and facilitating learning 4. Enhance learning through assessment 5. Support and monitoring progress 6. Guiding personal and professional development 7. Continuing professional development as an educator

ASPiH Themes 1.Faculty 2. Technical personnel 3. Activity 4.Resources

Agreed high level outcomes for simulation based education at Tier 1	**AOME domains**	**GMC Trainer**	**ASPiH**	**Met**	**Not Met**	**Programme …….. *Please share exemplars from programme identified***
Describe range of appropriate learning activities that can use simulation (*e.g. procedural skills, communication skills, drills etc)*	1.1.5, 2.1.1 2.1.5, 2.2.1	1, 3	3.12 1.1			
Recognise the spectrum of simulation modalities (*e.g. VR, part task simulators, manikins, and simulated patients*)		2	3.6 4.15			
Recognise impact simulation based learning (SBL) can have on learner, team and system	1.3.2 2.3.10	1, 5	3.10 3.13			

(*e.g. knowledge, skills, drills and performance)*						
Identify the range of opportunities for faculty development in simulation based learning (*e.g. range of courses, programmes masterclasses, degrees*)	2.2.3	1, 3, 5	4.18 3.14 3.11 3.7 1.2 1.3			
Recognise SBL in context of curriculum outcomes (*e.g. Tomorrows Doctors, Foundation and specialty competency based curricula, NMC,*)	1.3.2	1,6, 7	3.12			
Demonstrate awareness of mapping where simulation can enhance curriculum delivery (*e.g. Blue print vs curriculum*)	1.2.5	1,6,7	3.5			

Faculty Development for Simulation- A National Outcomes Framework

Instructions for use

Please match your own faculty development programme against the identified high level outcomes identified across the three tiers. Please use the framework to identify any gaps in your course or programme through ticking the met or unmet boxes and submit completed form annually to (*insert details of organisation).*

Tier 2. Introductory Programme for SBL Educator

AoME Domains Domain 1- Design and Planning learning activities**,** Domain 2 -Teaching and Supporting Learners, Domain 3- Assessment and Feedback for Learners, Domain 4 Education and Research and evidence base , Domain 5- Education Management and Leadership

GMC trainer domains Ensuring safe and effective patient care through training 2. Establishing an effective learning environment 3. Teaching and facilitating learning 4. Enhance learning through assessment 5. Support and monitoring progress 6. Guiding personal and professional development 7. Continuing professional development as an educator

ASPiH Themes 1.Faculty 2. Technical personnel 3. Activity 4.Resources

Agreed high level outcomes for simulation based education Tier 2	**AOME Domains**	**GMC trainer**	**ASPiH**	**Met**	**Unmet**	**Programme ……** *Please share exemplars from programme identified*
Identify appropriate learning outcomes for simulation based learning event (*e.g. use of SMART, Blooms taxonomy*)	1.1.4 1.1.3	1,3	3.5			
Demonstrate the appropriate underpinning educational theory (*e.g. behaviourism, experiential learning reflective practice, social cognitive theory, activity theory*)	1.1.2, 4.1.1 4.2.1	7				

Design a SBL event taking account stage and expertise of learner (*E.g Dreyfus and Dreyfus, Benner Challenge point framework, Perry*)	1.1.1 1.1.3	1,2,3, 5	3.6			
Design a SBL event utilising principles of deliberate practice and prevention of skill decay *(e.g. Ericsson, paced education)*	1.1.1	1,2,7	3.12			
Design a SBL event using principles of constructive alignment (*e.g Biggs*)	1.2.5 4.1.1	1,3,4	3.5			
Delivery of SBL Activity (*E.g. Immersion using STEPS or 4 stage, reflective immersion, use of faculty confederate Simulated patients and or simulators)*	2.1.1	2,5,7	3.7			
Debrief and reflect on the SBL event (*use of relevant models, e.g. agenda led-outcomes based, description-analysis-application, learning conversation*)	2.1.4, 2.1.6 2.2.6, 2.2.7	2,3,4, 5	1.3			
Establish a safe learning environment for the SBL event *(e.g. Confidentiality, consent, ground rules, time out)*	2.1.2, 2.2.2, 2.3.4	2	3.10 3.11			
Evaluate SBL event using appropriate framework	1.1.6, 1.2.7	5,6,7	3.8			

(*eg Realistic evaluation, Kirkpatrick levels, DASH Student version*)						

Faculty Development for Simulation- A National Outcomes Framework

Instructions for use

Please match your own faculty development programme against the identified high level outcomes identified across the three tiers. Please use the framework to identify any gaps in your course or programme through ticking the met or unmet boxes and submit completed form annually to (*insert details of organisation).*

<u>Tier 3 Advanced Programme for SBL Educator</u>

AoME Domains Domain 1-Design and Planning learning activities**,** Domain 2 -Teaching and Supporting Learners, Domain 3 Assessment and Feedback for Learners, Domain 4 Education and Research and evidence base , Domain 5- Education Management and Leadership

GMC trainer domains Ensuring safe and effective patient care through training 2. Establishing an effective learning environment 3. Teaching and facilitating learning 4. Enhance learning through assessment 5. Support and monitoring progress 6. Guiding personal and professional development 7. Continuing professional development as an educator

ASPiH Themes 1.Faculty 2. Technical personnel 3. Activity 4.Resources

Agreed high level outcomes for simulation based education Tier 3	**AOME Domains**	**GMC trainer**	**ASPiH**	**Met**	**Unmet**	**Programme……** ***Please share exemplars from programme identified***
Design, deliver and evaluate interprofessional SBL event	2.3.1		3.13 3.5			
Evaluate role as SBL educator	2.2.9 4.2.2	5	1.2			

(*e.g. for portfolio evidence, appraisal*)						
Demonstrate use of simulation for assessment (*e.g. constructive alignment, immersion and assessment; use of Millar's triangle; Tools such as OSCE and OSCE variants, OSATS, Behavioural marker systems, WSE tool*)	3.1.1-6	4	3.9 3.10 3.11			
Demonstrate skills with video debrief of SBL event (*e.g. book-marking, learning aligned selection, signposting, use of teaching moments)*	2.2.6, 2.3.8		1.3			
Identify and contribute research opportunities for simulation based education (*e.g. Multicentre trials, publications*,)	4.1.4, 4.2.3, 4.3.5	6,7				
Develop integrated curricular programme for SBL (*e.g. integrated, progressive development* of knowledge,	1.3.1	1-7	3.16			

skills, drills and performance)						
Participate in learning from meta-debriefing (*E.g. DASH, OSAD, peer review debriefing)*	2.3.7, 2.3.11	7	1.2			
Provide leadership for SBE educators (*e.g. organisations such as universities NHS organisations, societies and associations*)	5.1.3		3.7 4.17 4.19 4.20			
Recognise need to link to statutory and regulatory bodies (*e.g. GMC, NMC, HPC)*	5.1.4	1-7	3.21			
Manage resources effectively and efficiently (*e.g. use of simplest possible simulator, procurement of consumables, development of patient banks)*	5.2.1		3.7 4.15 3.13			