

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 on going 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 have been matched against the AoME standards. These can then be used to match current 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 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.

This document once agreed will be presented at the NES clinical skills group and then shared and other interested organisations including ASPiH.

This is a joint collaboration between CS_MEN, BASICS, Faculty of Surgical Trainers, The Scottish Clinical Simulation Centre, University of Dundee, College of Emergency Medicine.

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 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

Agreed high level outcomes for simulation based education at Tier 1	AOME domains	Met	Not Met	Programme <i>Please share exemplars from programme identified</i>
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			
Recognise the spectrum of simulation modalities (e.g. VR, part task, emulators, manikins, and simulated patients)				
Recognise impact simulation based learning (SBL) can have on learner, team and system (e.g. knowledge, skills, drills and performance)	1.3.2 2.3.10			
Identify the range of opportunities for faculty development in simulation based learning	2.2.3			

(e.g. range of courses, programmes masterclasses, degrees)				
Recognise SBL in context of curriculum outcomes (e.g. <i>Tomorrows Doctors, Foundation and specialty competency based curricula, NMC,)</i>	1.3.2			
Demonstrate awareness of mapping where simulation can enhance curriculum delivery (e.g. <i>Blue print vs curriculum)</i>	1.2.5			

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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

Agreed high level outcomes for simulation based education Tier 2	AOME Domains	Met	Unmet	Programme <i>Please share exemplars from programme identified</i>
Identify appropriate learning outcomes for simulation based learning event (e.g. use of SMART, Blooms taxonomy)	1.1.4 1.1.3			
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			
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			
Design a SBL event utilising principles of	1.1.1			

deliberate practice and prevention of skill decay (e.g. Ericsson, paced education)				
Design a SBL event using principles of constructive alignment (e.g Biggs)	1.2.5 4.1.1			
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			
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			
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			
Evaluate SBL event using appropriate framework (eg Realistic evaluation, Kirkpatrick levels, DASH Student version)	1.1.6, 1.2.7			

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Tier 3 Advanced 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

Agreed high level outcomes for simulation based education Tier 3	AOME Domains	Met	Unmet	Programme..... <i>Please share exemplars from programme identified</i>
Design, deliver and evaluate interprofessional SBL event	2.3.1			
Evaluate role as SBL educator <i>(e.g. for portfolio evidence, appraisal)</i>	2.2.9 4.2.2			
Demonstrate use of simulation for assessment <i>(e.g. constructive alignment, immersion and assessment; use of Millar's triangle; Tools such as OSCE and OSCE variants, OSATS, Behavioural marker systems, WSE</i>	3.1.1-6			

<i>tool)</i>				
Demonstrate skills with video debrief of SBL event <i>(e.g. book-marking, learning aligned selection, signposting, use of teaching moments)</i>	2.2.6, 2.3.8			
Identify and contribute research opportunities for simulation based education <i>(e.g. Multicentre trials, publications,)</i>	4.1.4, 4.2.3, 4.3.5			
Develop integrated curricular programme for SBL <i>(e.g. integrated, progressive development of knowledge, skills, drills and performance)</i>	1.3.1			
Participate in learning from meta-debriefing <i>(E.g. DASH, OSAD, peer review debriefing)</i>	2.3.7, 2.3.11			
Provide leadership for SBE educators <i>(e.g. organisations such as universities NHS organisations, societies and associations)</i>	5.1.3			
Recognise need to link to statutory and regulatory bodies <i>(e.g. GMC, NMC, HPC)</i>	5.1.4			
Manage resources effectively and efficiently <i>(e.g. use of simplest possible simulator, procurement of consumables, development of patient banks)</i>	5.2.1			

