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 have been matched against the GMC trainer, ASPiH and AoME standards. These can then be used to match current delivery of SBE 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 which focus on the need to use simulation to learn skills and for there to be nominated leaders in simulation and for curriculum planners to 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 recognise the potential of SBE;
- The Academy of Medical Educators standards;
- The Association for Simulation in Healthcare Standards; and,
- The GMC trainer standards

This document once agreed will be presented at the NES CSMEN group and then shared and other interested organisations. This is a joint collaboration between CS MEN, BASICS, Faculty of Surgical Trainers, The Scottish Clinical Simulation Centre, The IHSE in Dundee, College of Emergency Medicine**.**

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Instructions for use

Match your own faculty development programme against the high level outcomes identified across the three tiers. Please use the framework to identify any gaps in your course or programme by ticking the met or not met boxes and submit completed form annually to your organisation.

Tier 1. Awareness of Simulation to Educators

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

GMC Trainer Domain 1. 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 Theme 1. Faculty 2. Technical personnel 3. Activity 4. Resources

Agreed high level outcomes for simulation based education Tier 1	**AOME Domain**	**GMC Trainer**	**ASPiH Theme**	**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 (*e.g. knowledge, skills, drills and performance)*	1.3.2 2.3.10	1, 5	3.10 3.13			
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			

Instructions for use

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Tier 2. Introductory Programme for SBL Educator

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

GMC Trainer Domain 1. 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 Theme 1. Faculty 2. Technical personnel 3. Activity 4. Resources

Agreed high level outcomes for simulation based education Tier 2	**AOME Domain**	**GMC Trainer**	**ASPiH Theme**	**Met**	**Not met**	**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(*e.g Realistic evaluation, Kirkpatrick levels, DASH Student version*)	1.1.6, 1.2.7	5,6,7	3.8			

Instructions for use

Match your own faculty development programme against the 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 not met boxes and submit completed form annually to your organisation.

Tier 3 Advanced Programme for SBL Educator

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

GMC Trainer Domain 1**.** 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 Theme 1. Faculty 2. Technical personnel 3. Activity 4. Resources

Agreed high level outcomes for simulation based education Tier 3	**AOME Domain**	**GMC Trainer**	**ASPiH Theme**	**Met**	**Not met**	**Programme** *Please share exemplars from programme identified*
Design, deliver and evaluate inter professional SBL event	2.3.1		3.13 3.5			
Evaluate role as SBL educator (*e.g. for portfolio evidence, appraisal*)	2.2.9 4.2.2	5	1.2			
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, skills, drills and performance*)	1.3.1	1-7	3.16			
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			

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