**Capability Framework for Simulation Technicians**

**Introduction**

Simulation is a technique which can replace or amplify real experiences with guided experiences which can be immersive in nature. These experiences can be immersive, evoking or replicating aspects of the real environment interactively. Participants can easily suspend their disbelief, thus speaking and acting as they do in their real jobs.There has been a dramatic increase in the use of simulation within all fields of healthcare.

Simulation technicians (sim tech) have a key role in the running of accurate and realistic simulations. The role of the sim tech is varied across Scotland, therefore the capabilities reflect this.

**How the Document is set out**

The document contains 3 domains, which are relevant to the role which sim techs perform.

The domains are:

1. Good simulation practice
2. Professional approach
3. Train the trainer

Each of the domains include a number of capabilities which can be

* C Core
* A Advanced
* O Optional

The core capabilities are considered to be those which a majority of sim techs will undertake within their daily role.

Definition of capability: having the potential to become competent and beyond, continuing to develop towards higher levels of expertise, creativity and wisdom. <http://www.rcgp.org.uk/training-exams/training/gp-curriculum-overview/online-curriculum/1-being-a-gp/what-is-a-competent-and-capable-doctor.aspx> [Accessed 13th August 2018]

**Simulation Technician Framework**

**Domain name: Good Simulation Practice**

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| **Level** | **List of Sim Tech Capabilities** |
| C | Demonstrating good time management in the setup and clean up of simulation sessions |
| C | Demonstrating the safe management of AV records in accordance with general data protection guidelines (GDPR)and local guidance. |
| C | Demonstrating an understanding of simulation terminology. |
| C | Set up and explain the use of AV and IT equipment |
| C | Demonstrating how to set up and maintain an inventory of equipment. |
| C | Demonstrating the basic checking, maintenance and repair of specialist equipment including part task trainers and medical /nursing equipment. |
| C | Identification of risks and hazards for security of the physical learning environment. |
| C | Demonstrating relevant infection control measures both personally and in relation to the simulation environment |
| C | Demonstrating safe practices in relation to moving and handling of general and specialist equipment |
| C | Dealing with incidents and emergencies including fire awareness in a SBE environment. |
| C | Understand the principles, issues and factors relating of a critical incident |
| C | Apply knowledge to eliminate or reduce risks |
| C | Understands definition and actions of a critical incident |
| C | Use of an incident reporting system ie Safeguard, Datex |
| C | Implementing relevant local policies and procedures of waste management |
| C | Demonstrating the role of the confederate in SBE events/sessions |
| C | Demonstrate (technical provision) in mobile / in situ /point of care simulations including clinical and non-clinical environments. |
| A | Demonstrate responsibility /lead for completion of risk assessment of simulation facility. |
| A | Demonstrating evidence of responsibility for key health and safety roles in SBE environment. |
| A | Supportthe use of hybrid simulation. |
| A | Demonstrating awareness of adult learning theories in the delivery of SBE. |
| A | Piloting and evaluate new equipment. |
| A | Demonstrating ability to trouble shoot complex technical equipment. |
| A | Demonstrating compensation mechanisms as scenarios develop /occur. |
| A | Lead the technical component of a simulation scenario. |
| A | Demonstrating an understanding of Medical Terminology |
| A | Lead the equipment replacement programme. |
| A | Demonstrating the role of the confederate in SBE events/sessions. |
| O | Demonstrating management of budgets in relation to replacement and procurement of specialist equipment. |
| O | Demonstrating an ability to lead design AV and IT system. |
| O | Demonstrating leadership in Health and Safety domain. |  |
| O | Implementing relevant local policies and procedures in relation to waste management. |
| O | Demonstrating an awareness of moulage techniques and relevance to own SBE environment. |  |

**Domain name: Professional Approach**

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| **Level** | **List of Sim Tech Capabilities** |
| C | Demonstrating respect and dignity towards all users of the simulation facility. |
| C | Demonstrating effective communication with participants at all levels of experience, professions and speciality areas. |
| C | Keeping abreast in Good Simulation Practice |
| C | Demonstrating informal and formal channels of communication with the educational team. |
| C | Demonstrating evidence of keeping up to date to using a portfolio approach. |
| C | Demonstrating making appropriate links with simulation industry in relation to changes and advances in practice. |
| A | Demonstrate autonomy of the workload of the Sim Tech/ team. |
| A | Demonstrating an awareness of the simulation industry in relation to training opportunities. |
| O | Demonstrating management of Sim Tech teams’ portfolio evidence as part of performance review. |
| O | Demonstrating recruitment and selection of Sim Techs. |

**Domain name: Train the Trainer**

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| **Level** | **List of Sim Tech Capabilities** |
| C | Supporting SB faculty to deliver “Train the Trainer” courses |
| A | Demonstrating training device updates for Sim Techs and other SB Educators. |
| A | Development and updating of local Sim Tech training programmes. |
| A | Training new sim technicians |
| A | Sim tech led training |
| A | Presenting/ demo skills |
| A | Demonstrating participation in scenario building. |
| A | Demonstrating innovative practices in the delivery of simulation based education. |
| O | Development and updating of SOP and other clinical skills tasks ie cannulation, CPR |
| O | Demonstrate basic teaching skills |
| O | Demonstrate creative skills |