

National Framework for Simulation Based Education (SBE)



'Health Education England will ensure development of a well-trained and engaged multi-professional workforce that is able to deliver safe, effective care by utilising meaningful and cohesive simulation-based education.'

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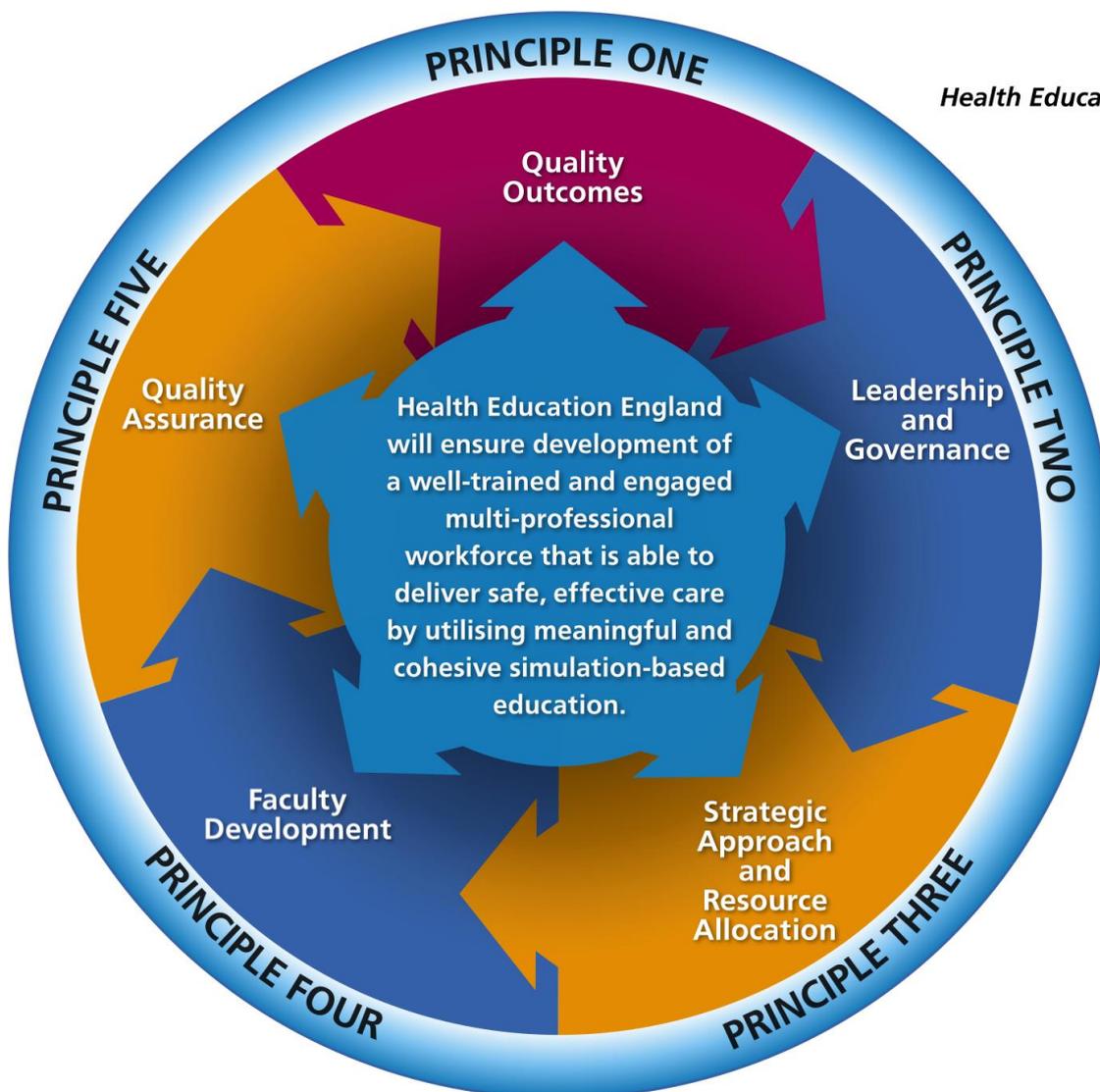
Purpose of the HEE SBE National Framework

The HEE SBE Framework defines the vision and expectations for a national approach to the delivery of SBE across England.

The framework will support the development, delivery and commissioning of SBE. This, in turn, will shape policy and strategy, leading to a circular process that is quality assured, transparent and robust.

Developed with the support and guidance of leading experts in simulation, the framework will impact learners, educators and commissioners alike, with resulting improvements in patient safety and the patient and learner experience.

The circular process, with the over-arching strategic vision for the delivery of SBE is noted in the following diagram:



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The Guiding Principles

The SBE framework has five guiding principles:

Guiding Principles
<p>One: Quality Outcomes – Delivery of safe, effective care through workforce development</p> <ul style="list-style-type: none">• <i>SBE investment is aligned with the delivery and continuing improvement of high quality, safe, effective care and enhancing the learner experience.</i>
<p>Two: Leadership and Governance</p> <ul style="list-style-type: none">• <i>Simulation-based education and its leadership are clearly defined, and the appropriate governance model and processes are explicitly described.</i>
<p>Three: Strategic Approach and Resource Allocation</p> <ul style="list-style-type: none">• <i>Each local area's strategic approach is aligned with the SBE national approach - connecting to Local Workforce and Action Boards (LWABs) - and there is consistency across the region.</i>• <i>Where applicable, SBE is multi-professionally delivered and arrangements for resource allocation modelling are shared and understood.</i>
<p>Four: Multi-Professional Faculty Development</p> <ul style="list-style-type: none">• <i>There is a clear and consistent approach to multi-professional faculty development across all local areas.</i>• <i>There are clear mechanisms within multi-professional faculty development for sharing best practice and learning across the region.</i>
<p>Five: Quality Assurance</p> <ul style="list-style-type: none">• <i>There is a well-defined method for quality assuring the content and delivery of SBE using the HEE quality framework for education and training and other appropriate national standards, where necessary.</i>

Each principle will link back to the over-arching need for the delivery of safe, effective care through successful workforce development. There is inevitable overlap between the principles, with common themes of quality, governance and accountability.

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Guiding Principle One: Quality Outcomes – delivery of safe effective care through workforce development

Why is this important?

There is a need to implement mechanisms that develop and sustain collaborative networks within and across geographical and institutional boundaries that will support the dissemination of innovative practice. This principle recognises the complexity of determining quality outcomes derived from SBE and places a strong emphasis on the need for evaluation.

What will the outcome/s provide?

The outcome/s from this principle will inform the investment of SBE resources. These will need to be aligned with outcomes derived from key local and national requirements in relation to workforce development and the delivery of safe, effective care.

This principle will also respond to workforce transformation, linking to the [HEE Star](#), providing systems and processes in its support for a sustainable workforce.

Maudsley Simulation – simulated patient



External simulation scenario, using part manikin



Guiding Principle Two: Leadership and Governance

Why is this important?

Good governance and strong, effective leadership are necessary to ensure that simulation training has patient care and safety at its heart. These are also imperative in assuring that SBE provides effective educational outcomes for all learners, trainers and participants. SBE must therefore meet the needs of both learners and patients, as well as meeting national, local and organisational health and care priorities. There is a need for effective stewardship and accountability, shared between commissioners and providers for delivery of simulation training and a need to ensure that SBE is designed and delivered in an ethical manner; in line with the NHS Values.

HEE is aware of the need to strengthen the commissioning process involved in the provision of SBE and will provide clarity in this area, so that early, effective planning is in place to steer resource allocation.

The HEE area Postgraduate Dean will be responsible for the local leadership and delivery of the SBE national framework for the multi-professional workforce.

What will the outcome/s provide?

As the outcomes from this principle develop, they will provide:

- SBE that is designed and delivered in line with organisational (e.g. Trust, Higher Education Institutions - HEIs) governance procedures;
- SBE delivery that meets HEE educational quality governance standards;
- SBE that is designed and delivered in an ethical manner in line with the NHS Values;
- SBE that contributes to delivery of key Trust, local (LWAB) and national NHS priorities;
- Provision for SBE providers to share learning from their work – especially from incidents, near misses and learning that may affect patient or learner safety.



Image of mental health workshop for primary care front of house staff and administrators – Maudsley Simulation.

Guiding Principle Three: Strategic Approach and Resource Allocation

Why is this important?

Access to SBE needs to be readily and equitably available to all staff, trainees and learners so that the future workforce is prepared for the delivery of safe, effective care. Central to this is the development of strong, active local and regional networks that can take advantage of economies of scale and best ensure a return on investment.

Across the HEE environment there is significant variation in the support for SBE through both finance and resource allocation. There are many pockets of good SBE practice but there are also areas that have not had the same opportunity to develop SBE. A national, sustainable approach to resource allocation is therefore a priority.

What will the outcome/s provide?

The outcomes from this principle will provide:

- Clarity on allocation of funding/resources enabling a uniform approach across HEE, that is transparent and equitable and so that accountability for its provision and the commissioning and governance processes are properly articulated;
- SBE that is designed and delivered in line with appropriate opportunities for all HEE healthcare learners, reflecting capacity and resource limitations, in conjunction with aligning to access for social care staff groups where applicable;
- Transparency of formal funding streams that have been identified and made available in each region to support investment and delivery of SBE in the undergraduate and postgraduate arena, with close affiliation to social care where applicable;
- Finance and performance reporting for all SBE funded by HEE – either through direct programme funding, or indirectly through tariff (Learning and Development Agreement) or for workforce development funding.



Peri-natal simulated patient scenario at Maudsley Simulation

Guiding Principle Four: Multi-Professional Faculty Development

Why is this important?

It is important that there is a high quality consistent approach across multi-professional faculty training. This will need to include ongoing support and development, as well as mechanisms for sharing best practice and learning across the regions

What will the outcome/s provide?

The outcomes from this guiding principle will provide an opportunity for high quality learning for multi-professional faculty members. An example of which is through a blended learning approach.

A further outcome will be the provision of best practice guidance and support for multi-professional faculty development that will:

- Have educational rigour;
- Be an appropriate blend of outcomes based and process led pedagogies;
- Provide a supportive environment for training;
- Enable collaboration and sharing of best practice within and across programmes;
- Be sustainable in the long term, and agile to adapt;
- Be streamlined, efficient and provide value for money.



Photo of patient Nick Richards (with kind permission from his family) using the VR bike in ICU, Torbay Hospital

Guiding Principle Five: Quality Assurance

Why is this important?

Quality assurance of SBE is important to ensure that well trained healthcare professionals are developed to deliver high quality patient care. This will be done through education providers that apply the HEE Quality Framework, together with relevant national SBE standards.

Quality assurance of SBE cannot be an afterthought and must be adopted using a contemporaneous approach.

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Quality assurance should commence at the planning stage of an SBE activity, be maintained through the subsequent phases of delivery and be followed up through regular evaluation to ensure that the quality of SBE is maintained.

What will the outcome/s provide?

A template that can be used by an SBE education provider to support the design and delivery of a quality assured SBE programme will be produced to accompany this principle. The template will supplement the HEE National Quality Assurance and will utilise other relevant national standards.

It will be available to support, guide and signpost, providing a road-map that can be utilised across a variety of professions and will support the HEE quality management process.



Example of dental simulation

How will the national SBE framework's effectiveness be measured?

A set of Key Performance Indicators (KPIs) has been prepared for responses from the local HEE offices. These are aligned to the guiding principles and are being kept deliberately 'light touch' so as not to be onerous and to therefore ensure engagement. Their purpose is to provide assurance that the framework and its guiding principles are being fully utilised in the design and delivery of SBE programmes and to highlight any gaps in delivery that might need support.



Colleagues using the VR 360 headsets at The VR Lab in Torbay

These KPIs will be re-assessed over time, as the outputs from the task and finish groups are delivered and the framework becomes embedded.

The process for collecting and reporting on the KPI data will be coordinated through the Regional TEL Leads and overseen by the local Postgraduate Deans.