

physiotherapists and occupational therapists from these teams required upskilling to be able to safely support patients requiring this more acute and urgent level of care.

Clinicians working in the community have limited opportunity to observe and learn from each other. Simulation is an evidenced based educational activity to support the development of new knowledge and skills required in interdisciplinary teams working in clinical settings [2]. It was hypothesized that interprofessional simulation would be an effective educational intervention to support this upskilling.

Activity: A faculty was established which included a simulation educator; simulation technician; a practice development AHP; and a physiotherapist with clinical experience of working within this setting.

Simulation scenarios were developed to reflect common referral presentations; the Skills for Health UCR Capability Framework [3]; and learning outcomes identified as priorities by the clinicians and service managers. The learning outcomes included applying an A to E assessment; the use of NEWS2 and the SBAR escalation tool when assessing an adult patient in their own home.

A modified Kirkpatrick evaluation form was used to evaluate the training.

Findings: Three simulation training events were offered. There were 26 participants overall with representation from physiotherapy, occupational therapy, nursing and healthcare support workers. There were fourteen evaluation responses to a modified Kirkpatrick evaluation form. The evaluation identified that simulation provided an opportunity to learn from other professions; supported the practical application of learning; debriefing provided a safe learning environment; and that the learning would lead to changes in their current practice (see [Table 1-A74](#)).

Table 1-A74: Evaluation themes with supporting examples

Theme	Verbatim comments
Pre-scenario teaching	The training at the start was great, really informative...was really important
Practical application of the learning	remaining calm in a crisis situation and providing accurate handovers enjoyed the practical nature of learning interactive training is more effective Excellent way to learn
Relatable to clinical work	Case studies useful and relatable to day-to-day work Will incorporate SBAR and NEWS2 into our assessment documentation
Opportunity to observe and learn from others	Interesting to see our other teams approach situations
Debriefing provided a safe learning environment	...great discussion facilitation ...very reassuring environment which I think a lot of staff found helped cement how much they did know facilitators created a supportive learning environment to make you feel comfortable

Conclusion: Simulation training events were evaluated by participants from an interprofessional community team as a safe, practical and effective way to support their upskilling to provide an UCR service. Simulation should be considered as part of an education package to support interprofessional teams upskilling to provide new services in a community setting.

Ethics statement: Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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QUALITY

A75

STRENGTHENING SIMULATION QUALITY ASSURANCE THROUGH THE 'SIM QA BUNDLE'

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Background and aim: The All Wales Simulation-Based Education and Training Strategy 2022 – 2027 specifies as one of its aims to promote quality assured simulation-based education and training across healthcare in Wales underpinned by standards and evaluated to ensure best practice in safe learning environments [1].

Methods: The Simulation Team at Health Education and Improvement Wales (HEIW) has been working closely with the simulation community in Wales to identify their needs through iterative consultation during meetings, focussed discussions and webinars.

In 2021 stakeholders agreed that HEIW would promote the application of the Association for Simulated Practice in Healthcare (ASPiH) standards [2] and professional regulatory and statutory body standards relevant to SBET. Since then, a number of quality assurance tools as well as faculty development opportunities have been developed in order to embed these standards into simulation faculty development programmes and cascade their routine inclusion into everyday SBET practice. Quality assurance (QA) resources developed by the Simulation Team at HEIW between August 2021 and February 2023 were packaged as the 'Sim QA Bundle' ([Figure 1-A75](#)) and presented to the simulation community in Wales in March 2023.

Results: The 'Sim QA Bundle' consists of four components:

- Faculty development and continuous professional development (CPD): available resources include free access to the Essential Faculty Development Course, regular webinars, workshops and conferences.

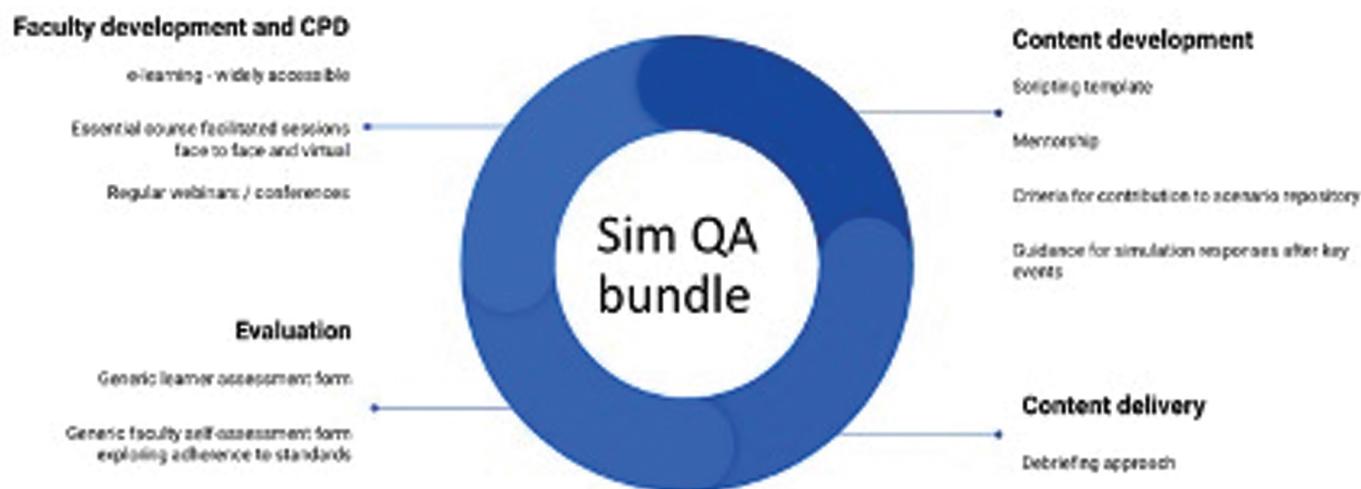


Figure 1-A75: HEIW Simulation Quality Assurance Bundle

2. Content development: guidance provided includes a standardized scenario scripting template, with links to relevant literature.
3. Content delivery: a standardized approach to debriefing has been developed which is supported by education opportunities and cognitive aids.
4. Evaluation tools: generic evaluation forms have been designed to assess the learners' experience, faculty perspectives and adherence to standards.

Conclusion: The Simulation Quality Assurance Bundle provides a wide range of resources available to simulation practitioners in order to promote and support the delivery of high-quality simulation-based education and training across the healthcare workforce in Wales.

Ethics statement: Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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QUALITY

A76

QUALITY ASSURANCE OF HIGH-FIDELITY SIMULATION COURSES AT UNIVERSITY HOSPITALS BIRMINGHAM (UHB)

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Background and aim: The Clinical Education department at UHB has been running high fidelity simulation courses for undergraduates and postgraduates across three hospital sites for several years. Feedback from faculty and candidates has led to enhancement of all courses, yet a deliberate method of Quality

Assurance (QA) was deemed requisite for educational governance, standardization and to attain accreditation with ASPIH.

Methods: Drawing on ASPIH Standards [1], the departmental leads for simulation designed a framework with seven domains (Figure 1-A76) for this QA project with a view to also appraise novel simulation courses within the Trust. To minimize bias, details of how the domains were assessed, collection and analysis of data and generation of recommendations were performed by two Simulation Fellows who were new to the



Figure 1-A76: The 7 domains used for quality assurance of simulation courses at UHB