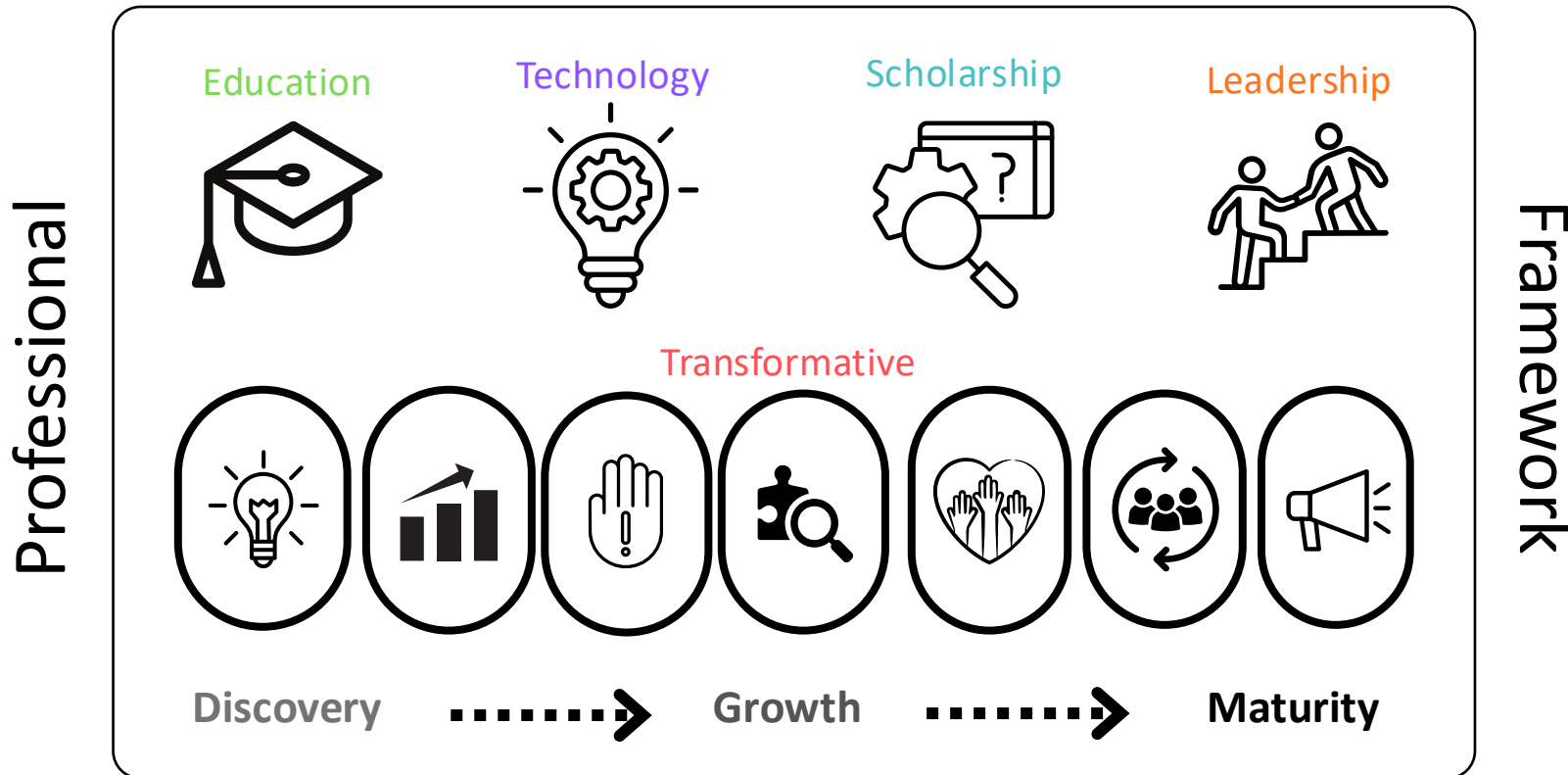


Health & Care Simulation

Development

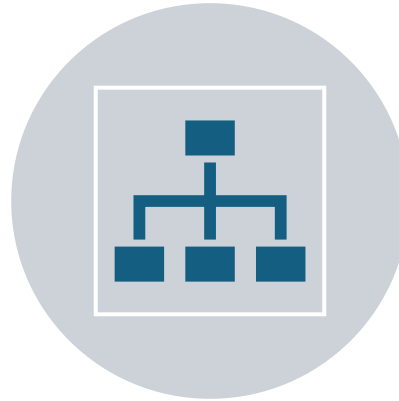


A shared, interprofessional framework for the UK & Ireland

Why it exists



TO SUPPORT **CLEAR, INCLUSIVE PROGRESSION** ACROSS THE COMPLEX FIELD OF HEALTHCARE SIMULATION



TO PROVIDE A **SHARED STRUCTURE** FOR INDIVIDUALS, ORGANISATIONS, AND SYSTEMS



TO STRENGTHEN WORKFORCE CAPABILITY, QUALITY, AND CONSISTENCY

How it was developed

Collaboratively across:

- Four Nations (England, Scotland, Wales, Northern Ireland)
- Ireland
- ASPiH



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National
Simulation Office
Office of the Chief Clinical Officer



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Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)



How it was developed

Consolidation of multiple national & regional frameworks

Review of the simulation and education literature

Alignment with ASPIH Standards for Simulation-Based Practice

Iterative drafting, working groups, and consultation

How it's designed - Five Domains of Practice






Educational

Transformative

Technology

Scholarship

Leadership

Domains of Practice →	Educational ^[3,4] 	Transformative ^[5,6] 	Technological ^[7] 	Scholarly ^[8] 	Leadership ^[9] 
Tier of Professional Development ↓					
Discovery <i>Apply & participate</i>	Applies core pedagogical theories and simulation principles to design and facilitate safe, effective simulation-based education with guidance.	Applies core practice-based theories and simulation principles to support simulations focused on exploring opportunities to enhance systems, processes or culture with guidance.	Operates and applies simulation technologies with guidance to support diverse simulation formats.	Applies the simulation evidence base and contributes to scholarly activities with guidance.	Applies fundamental leadership and management principles while contributing effectively to simulation teams.
Growth <i>Lead & evaluate</i>	Leads and evaluates simulation-based education, applying advanced pedagogical theory and mentoring others to deliver effective learning experiences.	Leads the design and delivery of Transformative Simulations to generate meaningful system insights and change.	Leads the integration and evaluation of simulation technologies within simulation design and delivery.	Leads simulation scholarly and evaluation projects, critically appraising research and disseminating findings.	Leads simulation teams and initiatives, coordinating people, resources and priorities.
Maturity <i>Shape & influence</i>	Shapes and advances simulation-based education strategy, influencing curriculum development and faculty development at organisational, national or international level.	Shapes and advances large-scale Transformative Simulation programmes, influencing policy, system design and strategic decision-making.	Shapes technological strategy and innovation in simulation, influencing infrastructure and procurement decisions.	Shapes and advances simulation scholarship through national and international research leadership.	Shapes strategic direction and influences organisational, national or international simulation practice.

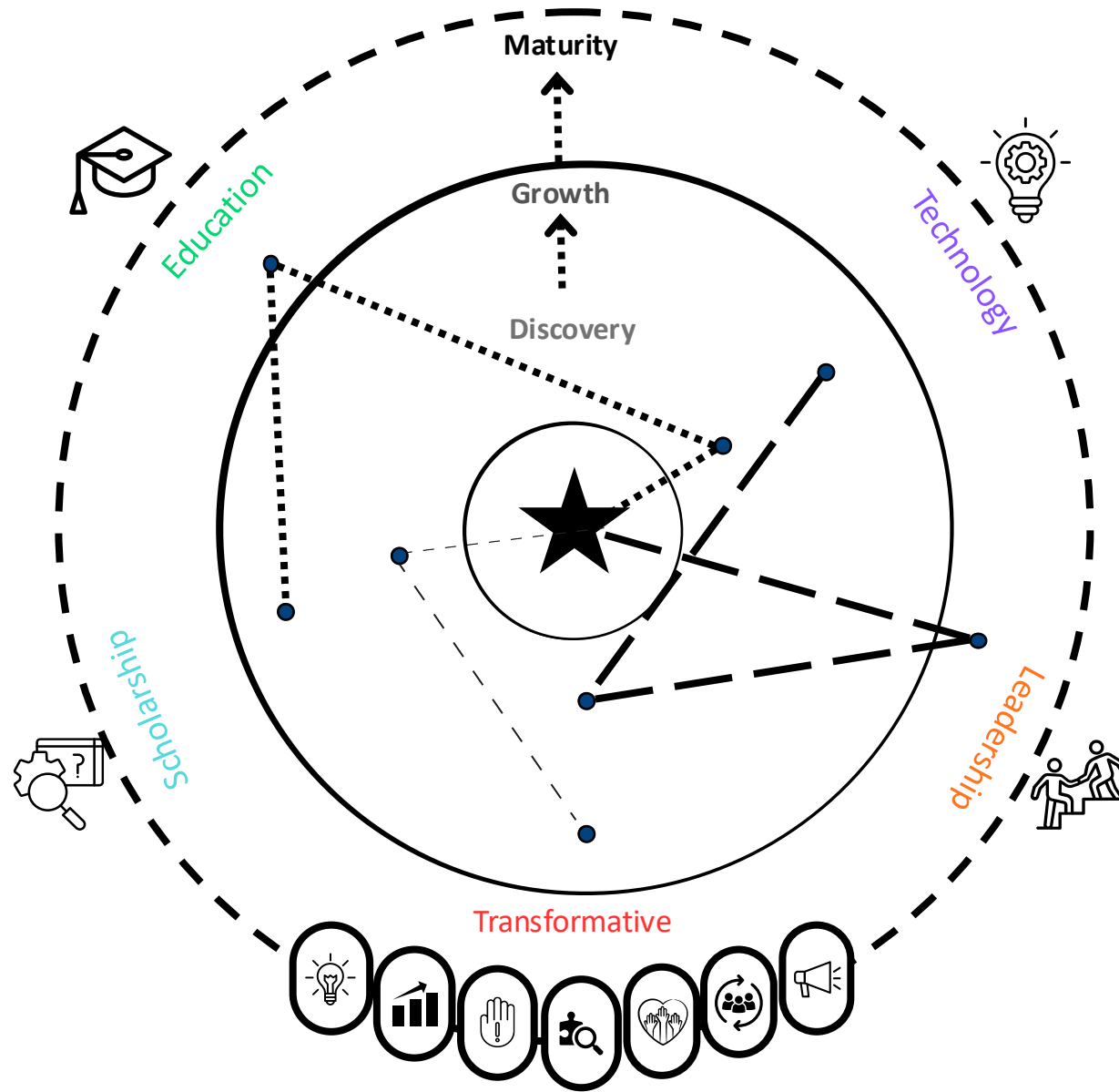
Three Developmental Stages

- Discovery
- Growth
- Maturity

→ Progression is **non-linear** and **role-specific**

→ Individuals develop **different strengths across domains**





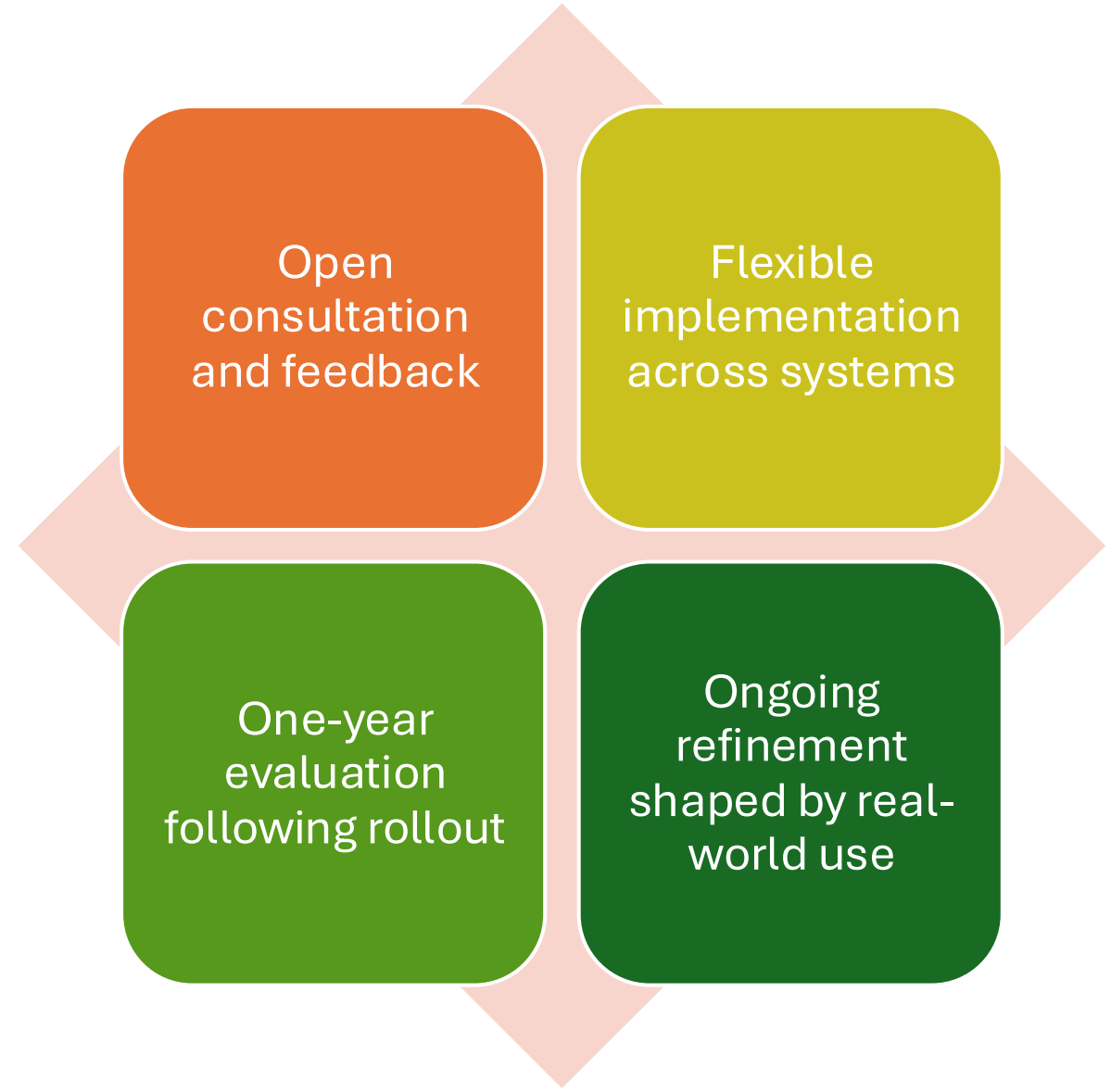


Core principles

- Safety
- Equity, Diversity & Inclusion
- Sustainability
- Excellence
- Interprofessional practice

Only widely accepted, evidence-informed approaches are included to ensure adaptability and future-proofing.

What happens next



Further information



**The Professional Development Framework
for Interprofessional Simulation in Health
and Care 2025**



ASPIH Standards 2023



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QUESTIONS