A Professional Development Framework for Multi-professional Simulation in Health and Care

Version 1.3

Co-developed by the UK Four Nations *(NHS England, NHS Education for Scotland, Health Education and Improvement Wales, Northern Ireland Medical and Dental Training Agency)* the National Simulation Office, Ireland and the Association for Simulated Practice in Healthcare (ASPiH).

Contents

Professional Development Framework Overview

This professional development framework has been co-developed to guide and support capability progression in simulation-based practice in health and care, across England, Scotland, Wales, Northern Ireland, the Republic of Ireland, and beyond. It is designed for anyone involved in simulation-based practice, including academic and practice faculty, technologists, researchers, managers and leaders, and is relevant across diverse settings. It provides a shared structure and a set of outcomes that enable individuals, organisations, and systems to locate and build expertise across five key areas of simulation practice: Education, Transformative, Technological, Scholarly, and Leadership.

Built on a three-tiered progression model - Discovery, Growth, and Maturity, adapted from the work of Cheng et al., 2020[1], the framework emphasises Continuing Professional Development (CPD) by reflecting increasing depth, independence and strategic influence within each domain. It is not intended as a rigid or prescriptive tool, but rather a flexible resource that supports self-reflection and professional growth while informing workforce development, curriculum design and leadership pathways.

While the domains of practice are interconnected in practice, they are separated for clarity and to highlight the importance of each conceptual area, enabling practitioners to focus on the area's most relevant to their roles and activities. The domains of practice represent different applications of simulation practice rather than hierarchical areas of expertise.

For example, simulation may be used to support education or to generate organisational insight and systems change. The Educational practice focuses on simulation designed to support learning and professional development for individuals and teams. The Transformative practice focuses on simulation used to generate organisational insight, engagement, innovation, and cultural or systems-level change, often informing service redesign, improvement, or innovation. These domains represent complementary applications of simulation practice rather than hierarchical levels of expertise.

The framework is underpinned by a four core values as defined by the ASPiH Standards for Simulation-Based Practice[2]: Safety, Equity, Diversity and Inclusion, Sustainability and Excellence. These values serve as guiding principles for all aspects of simulation practice. The outcomes within the framework are intentionally structured to reflect and promote these values, ensuring that simulation activities are safe, fair, resource-efficient, and of high quality and impact. Furthermore, its design is intentionally inclusive, with

outcomes defined by skills and expertise rather than specific roles. This makes it accessible and relevant to all individuals, professions, and backgrounds, ensuring that all practitioners can find a pathway for growth within the framework. We believe that expertise comes from diverse experiences, and this framework reflects that core principle.

To ensure coherence with simulation standards, this framework aligns its terminology with the ASPiH Standards[2], supporting a shared professional language and consistency across the UK, Ireland and beyond. It also complements, rather than replaces, the standards set by health and care regulatory bodies (e.g. GDC, GMC, NMC, HCPC). This ensures the framework provides a foundational structure for professional development in simulation, while enabling flexibility for local and organisational adaptation. Its alignment with the ASPiH Standards[2] can also support progress towards ASPiH accreditation.

To remain future-proof, inclusive, and adaptable, the framework deliberately refrains from referencing specific theories, models, or tools - unless they are widely accepted, evidence-based, and structurally relevant to a domain. For example, pedagogical and transformative approaches may be cited where they directly support development within the Educational or Transformative practices, respectively. This approach prevents it from favouring particular schools of thought or simulation modalities. Instead, it offers a robust and flexible developmental structure that can evolve alongside the field, while enabling diverse practices and innovations to thrive. By focusing on capabilities, rather than prescriptions, this framework supports a confident, values-led, and evidence-informed simulation workforce across the health and care sectors.

A glossary of terms has been created to support the inclusive approach being taken, aiding interpretation, accessibility and to act as a reference tool.

Framework Matrix

1. Discovery: *Designed for professionals at the beginning of their journey in any of the five domains of practice. At this stage, they **discover** foundational principles and how to apply them. They will understand key theories and concepts within the domain and actively participate in related activities with guidance. The goal here is to build a strong base of knowledge and practice.*

2. Growth: *Signifies a professional's **growing** confidence and independence. They are moving beyond basic application to take on more complex roles and responsibilities. At this stage, professionals independently lead and assess activities within their chosen domain. They can also begin to coach or guide others, demonstrating a transition into a leadership role within their practice.*

3. Maturity: *Represents the maturation of a professional's expertise. They move beyond influence to embody an intuitive, artful command of their practice, actively shaping and advancing theory and methodology at an organisational or national level. They mentor the next generation of leaders while embodying the highest level of professional artistry.*

Domains of Practice ⇨ Tier of Professional Development ⇩	**Educational** [3,4]	**Transformative** [5,6]	**Technological** [7]	**Scholarly** [8]	**Leadership** [9]
Discovery *Apply & participate*	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 *Lead & evaluate*	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 *Shape & influence*	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.

Educational Practice Domain: Descriptors

Tier of Processional Development	Educational [3,4]	Descriptors
Discovery Apply & participate	Applies core pedagogical theories and simulation principles to design and facilitate safe and effective simulation-based education with guidance. 	Demonstrates knowledge of: • The purpose, key terminology, benefits and limitations of using simulation as an educational tool. • Core pedagogical theories and principles of using simulation for education and training. • The alignment between learning objectives, learning activities, and assessment (where applicable). • The range of simulation environments, modalities and approaches available. • The principles and components of effective briefing, facilitation, feedback and debriefing. • The principles of psychological safety and how to foster it. • The role of simulated people (SPs) and their professional and ethical boundaries. • The importance and relevance of diversity and inclusion in simulation. • The concept of meta-debriefing and tools for evaluating debriefing practice. • The management of risks when using simulation in different environments, including the potential harm to people. and the responsibility to ensure safety. Demonstrates the ability to: • Define learner needs and write clear, measurable learning outcomes. • Design simulation activities aligned to learning outcomes and the learner's stage of development. • Plan and provide clear and effective briefing to faculty and pre-briefing to learners. • Facilitate simulation activities in a manner appropriate to the modality and learners' need (level of skill and knowledge), while maintaining psychological safety. • Conduct a debrief and provide constructive feedback using a relevant model (if applicable). • Brief and engage with simulated people (SPs) effectively, ensuring their wellbeing and incorporating their feedback. • Reflect on their own performance and participate in learning from meta-debriefing. • Make reasonable adjustments and tailor content to support diversity and inclusion. • Participate in post-course reviews and quality assurance initiatives. • Recognise and escalate safety risks, as well as operational or logistical issues, to a more experienced colleague.

		Demonstrates: • Self-reflection and a willingness to learn and accept guidance from others. • The importance of a safe and inclusive learning environment. • Appropriate professional behaviour and the ability to work collaboratively in a team. • Engagement in continuing professional development (CPD).
Growth Lead & evaluate	Leads and evaluates simulation-based education, applying advanced pedagogical theory and mentoring others to deliver effective learning experiences. 	Building on the knowledge, skills, and practice from the previous stage: Demonstrates knowledge of: • When simulation is the right approach to generate effective learning. • A broad range of advanced pedagogical theories and principles of using simulation for education and training. • The simulation evidence base and current best practices. • The principles of co-production. • The principles of effective interprofessional education (IPE) • How to map simulation activities to a formal curriculum, training package, or identified local learning needs. • How to design and facilitate educational experiences that are culturally responsive and inclusive. • A range of debriefing models, strategies to optimise co-debriefing, and factors that threaten a psychologically safe learning environment. • Quality assurance through applied standards of simulation. Demonstrates the ability to: • Lead the design, delivery, and evaluation of simulation for education and training. • Engage with expert patients with lived experience in the co-production of simulations. • Conduct and manage all aspects of a simulation intervention, including conducting faculty briefings and assigning roles based on individual capabilities. • Allocate and adapt simulations to ensure relevance to learner's roles and experience. • Apply effective strategies and techniques for designing and facilitating interprofessional education (IPE).

		• Verify the competence of simulated people (SPs) and actively involve them in the simulation process. • Conduct advanced debriefing, including identifying appropriate approaches, applying strategies for co-debriefing, and managing difficult debriefing situations. • Effectively debrief groups of diverse backgrounds with consideration of protected characteristics. • Mentor and co-facilitate with less experienced faculty. • Proactively manage and mitigate factors that threaten psychological safety for all involved. • Lead post-course reviews and quality assurance initiatives. • Lead participation in meta-debriefing to improve practice. • Apply the simulation evidence base and best practice to their practice. • Proactively manage and mitigate simulation-related risks to all stakeholders. Demonstrates: • Role-modelling and self-reflection • Continuing professional development (CPD) and a willingness to regularly reflect on and improve their own practice.
Maturity Shape & influence	Shapes and advances simulation-based education strategy, influencing curriculum development and faculty capability at organisational, national or international level. 	Building on the knowledge, skills, and practice from the previous stages: Demonstrates knowledge of: • The national and international educational landscape in simulation. • Different simulation standards for education and training. • Governance frameworks, funding models, and sustainability strategies for simulation. • The principles of curriculum design and development. • Strategic programme management and implementation approaches. • Learner needs analysis techniques. • Quality assurance and risk assessment procedures for high-level initiatives. • Mentorship and coaching approaches for faculty development. Demonstrates the ability to: • Lead the design, delivery, and evaluation of high-impact faculty development and training programmes.

		• Ensure standardisation and quality in programme delivery through strategic evaluation and peer-review processes (where applicable). • Manage faculty and Simulated Person (SP) resources including recruitment, selection, training and guidance. • Coach and mentor faculty to ensure quality and consistency across educational and training programmes. • Utilise the evidence base and best practice to support the professional development of others. • Develop and implement policies and procedures to strategically mitigate risks to learners, staff, and patients. • Provide expert guidance and support to colleagues in managing complex challenges. • Influence educational policy in an organisational, national or international context. Demonstrates: • Recognition as a leader and expert in the field of Simulation-Based Education. • The ability to role-model professional behaviour and provide expert guidance to faculty. • The ability to foster a culture of educational excellence and innovation. • Continuing Professional Development (CPD) through the routine evaluation of their own performance and that of other faculty. • Engagement with educational simulation research.

Transformative Practice Domain: Descriptors

Tier of Processional Development	Transformative [5,6]	Descriptors
Discovery Apply & participate	Applies core practice-based theories and simulation principles to support simulations focused on exploring opportunities to enhance systems, processes or culture with guidance. 	Demonstrates knowledge of: • The distinction between simulation to educate and simulation to generate cultural and systems-level insights and change. • The principles, key terminology, benefits and limitations of using simulation for transformation. • Core practice-based theories and principles of using simulation for organisational insight, people engagement, and cultural and systems-level change. • The alignment between principles, simulation-based intentions, and the four D's (Design, Delivery, Data and Debrief). • The theoretical and design differences between simulation for innovation, improvement, intervention, involvement, identification, inclusion and influence. • How data collection aligns with the theoretical and practice foundations of simulation for transformation. • The range of simulation environments, modalities and approaches available to conduct simulation for transformation. • The role of simulated people (SPs) and their professional and ethical boundaries. • The distinct principles of debriefing for organisational insight, unlearning, and transformation. • The risks of using simulation in different environments, including the potential harm to people, and the responsibility to ensure safety. • The sustainability of simulation for transformation. Demonstrates the ability to: • Participate effectively in simulations focused on improving, changing or reimagining systems, processes, or culture. • Collaborate with experts in relevant fields to achieve simulation-based intentions' effectively. • Contribute to aligning design, delivery, data capture and debriefing decisions to simulation-based intentions.

		• Participate in debriefing that facilitates safe, ethical and effective transformation both intrinsically and extrinsically. • Recognise and escalate safety risks and operational issues to a more experienced colleague. • Apply principles of sustainability when designing simulation for transformation. Demonstrates: • Commitment to using simulation to support organisational insight, unlearning and cultural and systems-level change. • Continuing professional development (CPD).
Growth Lead & evaluate	Leads the design and delivery of Transformative Simulation to generate meaningful system insights and change. 	Building on the knowledge, skills, and practice from the previous stage: Demonstrates knowledge of: • When simulation is the right approach to facilitate insights and change amongst people and systems through ethical and values-based principles. • The current simulation evidence base and best practices. • Key stakeholders to engage and at what stage of the process and why. • The role of simulated people (SPs) within simulation for transformation. • The identification and application of intention-based theories and models (innovation, improvement, intervention, involvement, identification, inclusion and influence) through design, delivery, data and debriefing decisions. • Applying data collection tools that align with the simulation-based intentions. • Advanced debriefing strategies and techniques for systems-focused and culture change debriefing. • The use of simulation for influencing sustainability in health & care. Demonstrates the ability to: • Identify and define service or workforce needs and align simulation-based intentions, considering their theoretical drivers. • Lead the design, delivery, data collection and debriefing of simulations for transformation. • Apply the simulation evidence base and best practice to their practice. • Conduct and manage all aspects of a simulation intervention, including conducting faculty briefings and role assignment aligned to individual capabilities.

		• Collaborate with experts to ensure the focus and design is appropriate. • Engage data collection and analysis to assess the effectiveness of Transformative Simulations. • Use advanced debriefing strategies to analyse systems, understand risks and safety issues, facilitate organisational insight/unlearning, and support staff engagement and wellbeing. • Report and disseminate findings from the data collected and debrief stakeholders in a meaningful and impactful way. • Proactively mentor and co-facilitate with less experienced faculty. • Proactively manage and mitigate simulation-related risks to all stakeholders. • Utilise simulation as a tool to generate sustainability in health & care. Demonstrates: • A proactive approach to identifying when simulation is the right tool to facilitate transformation. • Confidence in leading Transformative Simulations. • Continuing professional development (CPD) and a willingness to routinely reflect on and improve their own practice.
Maturity Shape & influence	Shapes and advances large-scale Transformative Simulation programmes, influencing policy, system design and strategic decision-making. 	Building on the knowledge, skills, and practice from the previous stages: Demonstrates knowledge of: • Governance frameworks and funding models related to simulation for transformation. • Needs analysis techniques and responsive approaches to large-scale Transformative Simulation initiatives. • Transformative Simulation programme management and implementation approaches. • Situating and influencing the use of Transformative Simulation in leadership and governance. • The strategic implications of large-scale Transformative Simulation interventions. • Evidence and impact capture and dissemination. • Quality assurance and risk assessment procedures related to simulation for transformation. • Sustainability of approaches and programmes of work. • Mentorship, coaching and development of faculty in Transformative Simulation methodology. Demonstrates the ability to:

		• Lead the strategic implementation of simulation for transformation purposes, utilising a systems-based approach and robust programme governance. • Prospectively use Transformative Simulation in a cyclical, iterative fashion to identify opportunities for change. • Manage budgets and governance for large-scale initiatives. • Coach and mentor faculty to ensure quality and consistency across a programme or system. • Conduct research and audits to determine the impact of simulation interventions. • Influence organisational policy and strategy to embed continuous insight and change using simulation. • Strategically apply data and debriefing findings to influence leadership and inform organisational policy. • Utilise the evidence base and best practice to support the professional development of others. • Contribute to the global evidence and knowledge base. • Develop and implement policies and procedures to strategically mitigate risks to people. • Provide expert guidance and support to colleagues in managing complex challenges. Demonstrates: • Role modelling as an expert in the field of Transformative Simulation. • The ability to foster a culture of continuous organisational insight and change at an institutional, national or international level. • Continuing professional development (CPD) and the routine evaluation of their own performance and that of other practitioners.

Technological Practice Domain: Descriptors

Tier of Processional Development	Technological [7]	Descriptors
Discovery Apply & participate	Operates and applies simulation technologies with guidance to support diverse simulation formats. 	Demonstrates knowledge of: • The basic function, operation, limitations, and maintenance of routinely used simulation equipment and software. • The purpose of different realism levels (e.g. environmental, physical, sociological and psychological) and their application in various simulation activities. • Standard procedures for setting up, resetting and shutting down a routinely used simulation environment. • Basic troubleshooting steps for common technical issues. • The fundamental concepts of online, virtual and hybrid learning, including best practices for engagement. • The safety risks of using simulation equipment in teaching and learning environments. • Accessibility of learning scenarios to people with physical and cognitive differences. • Basic principles of equitable opportunity to access Technology Enhanced Learning and simulation. • The environmental impact of technology and the importance of sustainability. • The principles of participatory design and co-design methodologies, including techniques such as storyboarding, prototyping, and speculative design for engaging diverse stakeholders in simulation development. Demonstrates the ability to: • Operate and use a range of routinely used simulation equipment. • Follow pre-defined checklists for setting up, resetting and shutting down, a simulation environment. • Perform audio, visual, and simulation equipment checks. • Identify and report technical issues. • Provide basic technical support in an online, virtual (including immersive) or hybrid environment. • Follow established procedures to ensure safe use of simulation equipment and environments

		• Participate effectively in co-design sessions and contribute to participatory approaches to simulation technology selection and implementation • Use and AV or Immersive equipment Demonstrates: • Reliability in following technical procedures. • A willingness to learn and accept guidance on the use of technology through continuing professional development (CPD).
Growth Lead & evaluate	Leads the integration and evaluation of simulation technologies within simulation design and delivery. 	Building on the knowledge from the previous stage: Demonstrates knowledge of: • The full functions and capabilities of a wide range of simulation equipment and techniques. • Principles of AV production and data management. • Strategies for troubleshooting complex technical issues. • New and emerging developments in the simulation context. • Comprehensive safety protocols for managing simulation technologies and techniques in a teaching environment. • Techniques for ensuring equitable access to and use of simulation technologies and techniques. • The principles of sustainable technology procurement and disposal. • Techniques for Accessibility of learning scenarios to people with physical and cognitive differences. Demonstrates the ability to: • Independently manage all technical aspects of a complex simulation intervention. • Select the appropriate environment (e.g. centre-based, in-situ, virtual) and simulation modality for the intended outcomes. • Design and build complex scenarios in simulation software. • Manage and troubleshoot technical issues, providing support to less experienced colleagues. • Use and manage AV or Immersive equipment for effective data capture. • Advise on appropriate technology and realism levels for different educational and organisational needs.

		• Proactively implement and oversee safety protocols, such as dedicated equipment zoning, to prevent the use of simulation equipment for patient care. • Integrate accessibility and usability principles into technology selection and implementation. • Make environmentally conscious decisions regarding technology use and procurement in relation to sustainability. • Advocate for and mentor colleagues in the adoption of new simulation technologies. • Apply principles of co-design • Apply user journey design principles across the simulation process Demonstrates: • The ability to proactively manage technical challenges and adapt to operational changes. • The ability to maintain and improve technical capability through continuing professional development (CPD).
Maturity Shape & influence	Shapes technological strategy and innovation in simulation, influencing infrastructure and procurement decisions. 	Building on the knowledge, skills, and practice from the previous stages: Demonstrates knowledge of: • The current and emerging technological landscape in simulation. • Strategic planning for technology procurement, infrastructure and budgeting. • Principles of cybersecurity and data protection. • Project management for large-scale technology projects. • The strategic implications of integrating virtual, online, and AI-powered technologies. • Best practice and governance for ensuring equitable access and sustainability in simulation technology. • Specialist knowledge of a particular type of simulation technology Demonstrates the ability to: • Develop and lead the implementation of a long-term strategic plan for simulation technology and infrastructure. • Evaluate, implement, and audit new and emerging simulation technologies. • Influence organisational policy and advise senior leadership on the value, risks, and strategic implications of adopting new simulation technologies. • Lead projects on the application of new technologies in simulation.

		• Develop, implement, and audit strategic policies and procedures for equipment safety. • Create and embed policies that promote equitable access to and sustainable use of simulation technologies across an organisation, nationally or internationally. • Strategically assess and select technologies that are representative of the diverse populations and patient groups they serve. • Foster a culture of technological innovation and continuous improvement across the organisation. Demonstrates: • The championing technological innovation and continuous improvement at a strategic level. • The ability to build and maintain effective working relationships with technology vendors and senior stakeholders. • Continuing professional development (CPD) and the routine evaluation of their own performance and that of other practitioners.

Scholarly Practice Domain: Descriptors

Tier of Processional Development	Scholarly [8]	Descriptors
Discovery Apply & participate	Applies the simulation evidence base and contributes to scholarly activities with guidance. 	Demonstrates knowledge of: • The key current evidence base and developments in simulation. • The distinction between using simulation as a research tool, researching simulation, and using research methods within a simulation to generate data. • Simple research and evaluation methodologies, methods and data collection tools, as well as their limitations, that can be applied to simulation practice at a basic level. • The opportunities and challenges of research in simulation. • Ethical codes of conduct related to research of simulated practice. • The concept of bias and reflexivity and its relation to objective and subjective approaches. Demonstrates the ability to: • Critically appraise the current evidence base and new developments. • Participate in the design, conduct, and evaluation of simulation-based research and evaluation. • Present information drawn from research and evaluation in a clear, logical and meaningful manner. • Integrate information from research, evaluation, and peer-reviewed practice to inform changes in simulation practice. • Understands objective and subjective stances to research approaches. Demonstrates: • Engagement with simulation evidence base. • Continuing professional development (CPD).
Growth Lead & evaluate	Leads scholarly and evaluation projects, critically appraising research and disseminating findings.	Building on the knowledge, skills, and practice from the previous stage: Demonstrates knowledge of: • Epistemology, ontology and philosophical lenses as applied to simulation scholarship. • A wide range of research methodologies and methods.

		• The process of ethical review and governance for scholarly and evaluative projects. • Publication and peer-review processes for academic journals, and other dissemination options. • Different grant application processes and funding opportunities. Demonstrates the ability to: • Design, conduct and lead ethical simulation research and evaluation using appropriate research methodologies and methods. • Critically evaluate the simulation evidence base and apply learning to practice. • Identify and lead research opportunities for simulation. • Present findings to stakeholders to demonstrate impact and value of simulation research. • Mentor and provide feedback to colleagues on simulation-relevant research and evaluative projects. • Critically reflect on their own scholarly work and that of others. Demonstrates: • Research bidding and outputs. • Continuing professional development (CPD) with regular evaluation of performance.
Maturity Shape & influence	Shapes and advances simulation scholarship through national and international research leadership. 	Building on the knowledge, skills, and practice from the previous stages: Demonstrates knowledge of: • The national and international research landscape in simulation. • Advanced grant management and intellectual property rights. • Strategies for building and leading multiprofessional and multi-disciplinary research teams, locally, nationally and internationally. • How to generate new theories and frameworks related to simulated practice. • Large scale funding opportunities and processes. Demonstrates the ability to: • Conceptualise and lead research and evaluation projects at a local, national or international scale. • Secure significant national or international grant funding. • Influence research policy and standards in simulation.

		• Lead a research team and mentor others in developing their research careers. • Strategically translate research and innovation into practice to advance the quality and effectiveness of simulation at a departmental, regional, national or international level. • Develop and implement policies and guidelines to ensure research and evaluation are inclusive. • Create bespoke data collection tools and generate new theories and frameworks. • Generate research questions and agenda's that advance the field. • Disseminate findings widely through national and international publications and presentations. Demonstrates: • Recognition as a leader and expert in the field of simulation scholarship. • The ability to foster a culture of innovation and research. • Continuing professional development (CPD) through the advancement and evaluation of scholarly practice for themselves and others.

Leadership Practice Domain: Descriptors

Tier of Processional Development	Leadership [9]	Descriptors
Discovery Apply & participate	Applies fundamental leadership and management principles while contributing effectively to simulation teams. 	Demonstrates knowledge of: • The basic principles of individual and team roles, responsibilities, and dynamics, and the influence and impact of leadership on them. • The fundamental differences between leadership and management concepts, and a variety of leadership styles. • Organisational policies and procedures relevant to their role. • The importance of Equity, Diversity and Inclusion (**EDI**), and cultural humility in a professional environment. • Safety, productivity and wellbeing of individuals and teams. • How to engage and support people and managing challenging situations. Demonstrates the ability to: • Manage their time and tasks to effectively contribute to simulation priorities. • Participate effectively in a team, communicating clearly and respectfully. • Recognise and escalate issues or conflicts to a more experienced colleague or leader in a timely manner. • Contribute to a safe and inclusive work environment. Demonstrates: • A willingness to seek and accept guidance from others. • Engagement in continuing professional development (CPD).
Growth Lead & evaluate	Leads simulation teams and initiatives, coordinating people, resources and priorities.	Building on the knowledge, skills, and practice from the previous stage: Demonstrates knowledge of: • Vision, purpose and deliverables and how to effectively engage people • Principles of effective team leadership and delegation, including psychological safety, teaming, and system factors. • Project management methodologies, including budget and resource allocation.

		• Strategies for conflict resolution and mediation. • The application of organisational and behaviour change techniques at a local or project level • The ethical principles of professional practice and their application to simulation. • The relationship between role-specific expertise and accountability. Demonstrates the ability to: • Lead a team independently, advancing the vision, deleagting project tasks, resources, and budgets effectively. • Work within and apply relevant policies and procedures to ensure quality and safety. • Recruit and select suitable personnel and ensure they receive appropriate training and guidance. • Coach and mentor less experienced colleagues and resolve minor team conflicts and contribute to the development of other faculty. • Manage and intervene in situations that could affect the quality of simulation or the well-being of stakeholders. • Proactively solve problems and make decisions. • Communicate and listen effectively to team members needs. Demonstrates: • The ability to motivate and inspire a team. • Continuing professional development (CPD) and a willingness to routinely reflect on and improve their own practice.
Maturity Shape & influence	Shapes strategic direction and influences organisational, national or international simulation practice. 	Building on the knowledge, skills, and practice from the previous stages: Demonstrates knowledge of: • Strategic planning and organisational governance. • Advanced financial management and budget oversight. • The wider policy landscape and its influence on simulation. • Principles of change management and leadership, including systems leadership and strategies for managing complexity and resistance to change. • Standards and governance frameworks to guide quality. • High integrity and accountability in all they do. • How to maximise resources. • Collaborative working and partnerships

		Demonstrates the ability to: • Champion a clear vision, mission, and strategy that aligns with wider organisational goals to ensure the sustainability and growth of simulation practice. • Lead and manage large-scale, multi-disciplinary programmes, including securing and overseeing significant budgets. • Develop and implement policies to influence and guide simulation quality at an organisational or national level. • Represent the organisation at a regional, national or international level. • Drive large-scale organisational change and innovation. • Develop and implement robust policies to ensure prioritisation, financial support, quality assurance, and safety. • Embed equity, diversity, and inclusion (EDI) principles into strategic decision-making and resource allocation to address systemic barriers. • Build and maintain effective working relationships with stakeholders. Demonstrates: • The ability to inspire and lead teams toward a common vision. • Long-term sustainability and growth of simulation services. • Continuing professional development (CPD) and the routine evaluation of their own performance and that of other practitioners.

Framework Glossary

Assessment is the process that provides feedback about performance to a learner or group of learners. Assessment can be summative or formative.

Briefing is a conversation held preceding the start of a simulation activity where essential information is shared about the activity.

Continuing Professional Development (CPD) is a commitment to ongoing lifelong learning and includes the process of tracking and documenting experience, knowledge and skills gained beyond initial training.

Cultural change refers to shifts in the shared values, beliefs, behaviours, and norms that shape how people think, interact, and work within an organisation or system. It involves influencing attitudes, expectations, and everyday practices so that new ways of working become accepted and sustained over time.

Curriculum is a formal, planned sequence of educational activities and learning outcomes designed to achieve a specific educational or training goal.

Debriefing is a semi-structured process in which the learner is encouraged to reflect on the events of the simulation with the aim of improving future performance or systems and culture.

Evaluation is the systematic process of determining the merit, worth, or significance of a simulation activity, programme or intervention by collecting and analysing data. Evaluation can focus on learning outcomes, impact on systems, or programme effectiveness.

Evidence Base is the body of research, data, and peer-reviewed publications that provides the foundation for best practices, decision-making, and professional standards within a field.

Faculty (also simulation practitioners) refers to those responsible for planning, delivery and evaluation of simulated practice, including educators, trainers, facilitators, content and patient experts, technicians and simulated people.

Feedback is the information provided to a learner regarding their performance, intended to help them improve or sustain their actions. It is a component of both assessment and debriefing.

Governance Framework is a set of structures, processes, and policies used to manage, guide, and oversee an organisation or programme to ensure accountability, transparency, and the achievement of its objectives.

Immersive Technologies describe the broad range of extended reality (XR) technologies that include virtual reality (VR), augmented reality (AR) and mixed reality (MR). These technologies leverage digital immersion to replicate or construct immersive environments, enhancing the way individuals interact with the real world.

Interprofessional education (IPE) refers to educational activities that involve learners from more than one professional field and in which the learners learn with and from each other.

Meta-debriefing is a facilitated learning conversation for faculty to reflect on their debriefing practices.

Modality is a term used to refer to the type(s) of simulation being used as part of the simulation activity, or example part task trainers, simulated people, hybrid or virtual reality.

Participatory design is an approach that actively involves various stakeholders, such as users and community members, in the design process to ensure that the final product meets their needs. **Co-design** is a specific type of participatory design that emphasises collaboration among all stakeholders throughout the entire design process, from idea generation to implementation.

Pedagogy is the discipline concerned with the theory and practice of teaching and learning. It includes the study of learning theories, teaching methods, curriculum design, assessment, and learner-educator relationships. In simulation, pedagogy informs how activities are designed and delivered to support meaningful, effective learning.

People refer to anyone involved in the simulation in some capacity such as leaners, staff, faculty, participants, patients, publics and lay members.

Psychological safety is the shared belief held by simulation participants and faculty that it is OK to take risks, to express ideas and concerns, to speak up, ask questions and admit mistakes, all without fear of negative consequences.

Research is the systematic investigation into questions related to the design, delivery, and outcomes of a simulation programme or intervention, with the aim of generating new knowledge and advancing the field.

Research Methodologies is the systematic and theoretical analysis of the methods applied to a field of study. It encompasses the principles, strategies, and procedures used to conduct research and generate new knowledge.

Safe learning environment is a learning environment where learners feel physically and psychologically safe to make decisions, take actions and interact.

Simulated People (SP) are live people playing the role of a patient, staff or family member in a health and care simulation.

Simulation Activity is an immersive event or series of events that replicates a real-world situation or process for the purpose of learning, assessment, or system improvement.

Simulation Environment is the physical or virtual space in which a simulation activity is conducted. This can include a dedicated simulation centre, an in-situ clinical setting, a virtual reality space, or an online platform.

Systems Approach is a methodology that views an organisation as a complex, interconnected system. In simulation, this approach focuses on understanding how individual and team behaviours are influenced by system-level factors, and how interventions can be used to improve the system.

Systems Change is a holistic approach to change that focuses on altering the interconnected parts of a system, including its structures, policies, and practices, to produce lasting change.

Transformative Simulation (TfS) is an umbrella term for simulation activities that are non-pedagogical, that is, they are not designed and structured around pre-specified learning outcomes. Instead, simulation is used to generate change through innovating, improving, intervening, involving, identifying, including or influencing (the 7 SBI's).

Transformative Simulation Definition: *A tool to transform health & care through collective understanding, insight and learning*

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