

2022

# London Simulation Network Faculty Development Framework Portfolio

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LSN Simulation Faculty Development Framework Portfolio 2022

## Guidance on completing your portfolio

This portfolio has been designed to help you to highlight and evidence your skills as a simulation educator, alongside the London Simulation Network Faculty Development Framework.

The portfolio documentation can be used in different ways, and is aimed to support your personal professional development, help articulate experience and direct developmental discussions with your peers and colleagues.

In completing the portfolio document, it is suggested that you indicate the areas of the Faculty Development Framework to which they relate. Some pieces of evidence or experience may be relevant to more than one area. You may already have prepared a portfolio (or part of it) for appraisal, revalidation or other purposes, materials from which may also be relevant for the purposes of this process or vice versa. Evidence relating to third parties must be anonymised so that individuals are not identifiable. Please seek permission for including certain materials or documents if this is necessary.

### A. Personal Information

Name	
Profession/discipline	
Department	
Workplace	
Phone	
Email	
Simulation supervisor or mentor (if applicable)	

**B. Personal Development Plan/Reflection** - use this area to consider how you will use the framework. Suggested headings are included as a guide but may not be relevant to all using the framework and portfolio.

Date/Time:

*What is your educator role? Length of time in educator role?*

*What prior experience/education do you have?*

*Other educational roles or activities? Are you involved in any other educational roles or activities - these may include activities undertaken for professional bodies, such as examining; for other organisations, such as undergraduate teaching; or Trust based activities undertaken within work-based teams.*

*Prior Accreditation? Eg. by a regulatory authority, membership of Academies (e.g. Higher Education Academy, Academy of Medical Educators, Academy for Healthcare Science).*

*What strengths have you identified?*

*What areas for further development have you identified?*

*How will you set about addressing these?*

*How will you know whether you have achieved the goals that you have set yourself?*

*Do you have a target time frame to achieve these?*

*It is recommended to make SMART (specific, measurable, achievable, time bound) goals*





### **E. Reflective Practice**

Use this section to reflect on simulation relevant activities - describe what happened, your role, your learning, challenges encountered, ideas/concepts to take forward for future practice, or further areas for development identified.

Date	Event/activity

Date	Event/activity

Date	Event/activity

Date	Event/activity

**F. Review/Action plan** - use this area to consider how you are progressing with the framework, at any time during your engagement with it. It may be helpful to do this with support from eg. a supervisor to help map your progress against your PDP or set new objectives. Suggested prompts are included as a guide but may not be relevant to all using the framework and portfolio.

Date/Time:

*Have you made progress towards your goals?*

*What has worked well?*

*Have you identified any challenges?*

*Have you identified any new learning needs/objectives?*

*Are your goals still realistic?*

*What do you need to do next? What do you need to support you in achieving this?*

*What is a suitable time frame to review this again?*



DOMAIN	FOUNDATIONAL THEORY			DESIGN			DELIVERY			
Sub-domain	Pedagogy	Human Factors	Course Creation & Development	Simulated Patients	Evaluation/ Research	Creating an Effective Learning Environment	In Situ	Technical	Debriefing	
<b>Level 1</b>	Apply basic educational theories to the design and practice of SBE activities	Awareness of basic human factors techniques	Design an effective simulated scenario	Facilitate high quality involvement of Simulated Patients (SPs) into a simulated training activity	Design an evaluation exercise for a simulation session	Deliver a single scenario	Conduct a high quality in situ simulation	Use technology to support SBE	Apply basic debriefing practices to SBE activities	
<b>Level 2</b>	Apply advanced educational theories to the design and practice of SBE activities Conduct educational research	Apply knowledge of some human factors techniques to the design of simulation based activity for learning	Design all aspects of simulated training activity	Take responsibility for the engagement & involvement of SP's in every aspect of training	Evaluate simulation activity	Deliver multiple scenarios or a full course	Design and facilitate complex in situ simulations	Advanced programming Scenario creation Trouble-shooting Repair	Apply advanced debriefing practices to SBE activities. Develops self and others in debriefing	
<b>Level 3</b>		Apply knowledge of human factors techniques to test and design of systems using simulation based education	Provide leadership & expertise of course design at departmental, regional & national level Construct & deliver complex/large scale simulation activity	Manage the employment & engagement of SP's at centre or departmental level	Complex evaluations Engages in the formation and utilisation of new knowledge in simulation based education through research activity	Advise, coach & mentor others to deliver simulation scenarios & courses	System testing	Manikin design	Apply advanced debriefing practices in complex settings including in clinical practice Lead the evaluation, quality assurance and development of debriefing practices in all settings	