



# University of HUDDERSFIELD

## University of Huddersfield Repository

Sutton, Andrew, Bland, Andrew and Prescott, Stephen

Results and evaluation of the piloted European simulation based learning educator preparation project.

### Original Citation

Sutton, Andrew, Bland, Andrew and Prescott, Stephen (2015) Results and evaluation of the piloted European simulation based learning educator preparation project. In: NET 2015 Conference, Tuesday 8 - Thursday 10 September 2015, Cambridge, UK.

This version is available at <http://eprints.hud.ac.uk/id/eprint/26076/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

## Symposium

### Title of Symposium Presentation:

***To develop and pilot a European simulation based learning educator preparation programme.  
A collaborative project (NESTLED) supported by the EU Lifelong Learning Programme.***

### 3 Individual papers:

1. What is NESTLED? An overview and background to the NESTLED Project and the International Collaboration of the Project Team.
2. The Story So Far. Methodology of the NESTLED Project and the individual stages of the EU supported project which commenced in September 2013.
3. Results and evaluation of the piloted European simulation based learning educator preparation project.

### Outline of the symposium:

In recent years, European healthcare systems have encountered an increase in the demand for efficiency and the development of treatment options that ensure quality and safety. To meet such demands simulation-based education has become an increasing prevalent feature amongst educators of healthcare who recognise its potential as a learning strategy. Over the last decade there has been an exponential growth in the interest in simulated learning and it has been incorporated as a teaching and learning strategy into many undergraduate nursing programmes. This is unsurprising giving the growing perception that simulation-based learning is the solution to many of the challenges associated with producing practitioners who are able to function competently, providing patient safety in complex healthcare settings. With this increasing implementation of simulation-based education, investment in developing technology, equipment and estate has escalated in many organisations. Simulation-based learning has become diverse and often technologically advanced requiring educators to be prepared to effectively deliver these unique learning experiences for students. Many educators have not been afforded the time or exposed to appropriate guidance to acquire the knowledge needed to deliver successful simulated learning. In most European countries there is a pragmatic approach to embedding simulation-based learning into programme delivery, leading to individual and often inconsistent modes of pedagogical understanding and application. Capital expenditure on developing educational environments and equipment has not necessarily been matched with investment in the capability of educators to maximise the potential of simulation – based learning. A skilled educator is a prerequisite for effective simulation – based education and this project has identified a number of necessary educator competencies such as developing simulation specific scenarios, debriefing techniques, creating a safe and positive learning environment, guiding critical reasoning, mastery of technology, equipment operation and comportment to name only some.

In September 2013 a consortium of dedicated educators holding expertise in simulation-based education from Denmark, Finland, Estonia and the UK were successful in obtaining EU Funding from the Lifelong Learning Programme to complete a two year project with the following objectives:

- **To develop educator competency to facilitate the use of simulation-based learning in nurse education and test the transferability and development across providers from a number of EU countries.**
- **To pilot a European simulation-based learning educator preparation programme.**
- **To deliver the simulation-based learning educator programme to partner countries and evaluate and adapt to local and national contexts.**

- **To build a network of educators developing and transferring a European Model for Educators as a basis for good practice in the field of simulation-based education.**

The project is called NESTLED ( Nurse Educator Simulated Learning ) and this symposium will deliver 3 individual papers that describe the background, development and preliminary results / evaluation of the project. The symposium should be of interest to any individual or organisation that is interested or involved in simulation-based nurse education.

**Paper 1. What is NESTLED? An overview and background to the NESTLED Project and the International Collaboration of the Project Team. Rikke Buus Bøje, Senior Lecturer and Tina Hartvigsen, Senior Lecturer, VIA University College, Denmark.**

Faculty from the University of Huddersfield, United Kingdom, Metropolia University of Applied Sciences, Finland and VIA University College Denmark have been collaborating in the development of improving the quality of the simulation-based education experienced by student nurses in complex learning environments for a number of years. In 2011 a chance opportunity occurred when the initiators of the collaboration first met at a conference providing opportunity to share ideas and aspirations. A once aspirational programme of work related to nurse educator competency in simulation-based learning has now become a reality through the NESTLED project. The aims of the project are to improve the ability of nursing educators to use simulation-based learning in nursing degree programmes and to test the extent to which such systems can be transferred to education providers in other EU countries. This will produce a European Model for educator training as a basis for the transfer of good practice in this field. The project now includes Tallinn Health Care College Estonia and Laerdal Medical, Norway as associated partners and expert consultancy from Johns Hopkins University USA and Wollongong University, Australia. This paper will offer an overview and background to the project leading to the present day. The paper will also share experiences of participating in an international collaboration as a strategy to address shared concerns.

**Paper 2. The Story So Far. Methodology of the NESTLED Project and the individual stages of the EU supported project which commenced in September 2013. Leena Hannula, Principle Lecturer, Leena Rekola, Principle Lecturer, Metropolia, University of Applied Sciences, Finland.**

The aim of NESTLED project is to produce an evidence based education model for teachers of nurse education who use simulated learning in their teaching. The project will improve the quality of simulation-based education experienced by students in simulation laboratories in a number of European countries. Ultimately these improvements will ensure that nursing graduates are better prepared to perform their professional roles and this tested model could then be used to quality assure nursing degree programmes and the skills and knowledge base of the teachers and facilitators who engage in simulation-based education strategies. Following EU funding by the Lifelong Learning Programme, the project commenced with a 'kick-off' meeting in September 2013. This paper will detail the six different work packages and how all the partners are working collaboratively within each work package with each partner organisation taking a lead on individual packages. A module developed for educating the educators using simulation-based learning at University of Huddersfield, UK was used as an initial template which was then comprehensively adapted and developed following a systematic review and synthesis of the literature available at that time. This was then further enhanced through analysis of recognised and available training of teachers using simulation education in the United Kingdom, Finland and Denmark to produce a framework for a prototype of training educators who use simulation-based learning. The prototype was then piloted by training teachers first in Denmark and then in Estonia and Finland. Following evaluation of these pilot studies the prototype was further refined in order to

develop a European NESTLED education model for teachers to be disseminated and developed further. This paper will share the project structure and methodology to give an overview of the projects journey from start to near completion.

**Paper 3. Results and evaluation of the European simulation based learning educator preparation project. Andrew Sutton Senior Lecturer, Andrew Bland, Senior Lecturer and Stephen Prescott, Senior Lecturer, University of Huddersfield, UK.**

Paper 3 will give an overview of the evaluation process of the data and current analysis of results from the project at the time of the paper delivery and how the NESTLED consortium will transfer and develop a European model for educators as a basis for good practice in the field of simulation-based education in nursing. The presentation will demonstrate how the tested model could then be used to quality assure not only nursing degree programmes, but also the skills of the teachers and facilitators of simulation-based teaching in the field of nursing, both nationally and internationally. Ethical approval for the evaluation was obtained in line with the institutional requirements of each partner. The development of instruments, detailed study protocol, training for data collection and analysis was led by the UK partners and will be detailed within this presentation. The paper will also discuss a systematic process of evaluation based on Kirkpatrick's model (2006). This model captures participant's reactions, learning, changes in behaviour and real world results generated through engagement in the programme.

This project has been an exciting and productive international collaboration and as it comes to a conclusion, the project team aim to ensure the widest dissemination to develop good practice and inform healthcare providers, commissioners and students of the project outcomes and recommendations. Paper 3 will share not only evaluation and analysis of the research project (thus far) but also share aspirations from the project team on NESTLED's potential contribution to expanding a network of evidence-based trained educators in national and international contexts.

## **References**

Kirkpatrick, D.L & Kirkpatrick J.L (2006). Evaluating training programs (3rd ed.). San Francisco: CA. Berrett-Koehler Publishers, Inc.