

## Simulation-Based Education, Training and Assessment for Anaesthetists

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A core change in postgraduate medical education since the introduction of Modernising Medical Careers (MMC) was the mandate to develop and implement competence-based curricula for all doctors in specialty training, which subsequently was encompassed in the published revisions of the Royal College of Anaesthetists' (RCoA) training documentation. However, implementation of these changes within training programmes has been undertaken alongside other coincidental developments such as the European Working Time Directive (EWTD), which has been associated with a significant reduction in exposure of trainees to clinical practice. Consequently, it has become essential to optimise the effectiveness of educational opportunities available to trainees ensuring access to a balance of training, both within and beyond the clinical workplace, whilst accommodating the demands of service provision at a local level.

Simulation has been defined in the broadest terms as the 'artificial representation of a situation, environment, or event that provides an experience for the purposes of learning, evaluation, or research'. The changing educational horizon has resulted in simulation being promoted as an increasingly valuable educational tool within healthcare for many medical disciplines, providing an enhanced and focused opportunity for experiential learning and critical reflection. However, the question remains about how best to optimise the benefits that can be gained from its incorporation within an anaesthetic training programme. This leads on to further thought about whether it is an appropriate methodology to incorporate into plans for revalidation within anaesthetics as a specialty, and also if there is a place for using simulation within processes of selection or as a component of managing the 'doctor in difficulty'.