

# January 2018 Proposal to develop a new apprenticeship standard

## Page 1: Proposal to develop a new apprenticeship standard

Q1. Please confirm that you have read the "How to" guide for Trailblazers on gov.uk (see link here), that you are content that this proposal meets all the criteria for final approval set out within it and that you have discussed the proposal with a relevant Route Relationship Manager within the Institute (Please specify who).

I have read the 'how to' guide for Trailblazers on gov.uk? Yes

Name of my Relationship Manager

Q2. Name of proposed trailblazer group

Clinical Simulation Technician

Q3. Are you an existing Trailblazer Group already with approval to develop other standard(s)? If yes or partly, please provide full details.

No

Q4. Name of proposed apprenticeship standard(s).

Clinical Simulation Technician

Q5. Is this a proposed core and options standard? If yes, please give the titles for each of the options.

No

Q6. How many standards are you proposing to develop? Please be aware that commitment from at least 10 employer members for each proposed standard is required.

One

Q7. Will there be a requirement for additional new standards to be developed in the future? If so, please provide brief details of what these will be.

No

Q8. Have you submitted a proposal for an apprenticeship standard in this role(s) before? If yes, please give details below including comments from the (pre April 2017) DfE approvals panel or the Institute.

No

Q9. Please insert details about each proposed standard below.

	Name of occupation	Proposed level of the standard	Proposed as a degree apprenticeship?	Intended to replace/partly replace an existing apprenticeship Framework? [if so please give details]	Do you expect any age restrictions to apply to this standard?	Estimated annual take-up across entire relevant sector(s) (This is separate to the number of apprentices that each individual employer group member will take on)	When do you estimate this apprenticeship would be ready to deliver starts?
1	Clinical Simulation Technician	Level 3	No	No	No	100	January 2019
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-

Q10. <https://www.gov.uk/government/publications/apprenticeship-standards-in-development> Please provide any relevant information below regarding potential overlap with other Trailblazer standards published or in development. It is important that you review your proposal against all other apprenticeships published and in development to confirm there is no significant overlap, in overall occupation or in the content of potential skills/knowledge/behaviours. Where there is potential of any overlap, we ask that you contact the existing Trailblazer(s) before submitting a new proposal to discuss whether the existing standards would cover your needs (or email [apprenticeship.trailblazers@education.gov.uk](mailto:apprenticeship.trailblazers@education.gov.uk)). Please then provide below full details of any possible overlap identified, interaction with relevant Trailblazers, and any relevant further detail explaining why this occupational role is sufficiently unique to still justify separate apprenticeship standard. The existing list of standards in development, is here [The list of existing published standards and Trailblazer contact details, is here](#)

We have reviewed existing standards and those in development and are satisfied that there is no standard that covers this occupation. We have reviewed the Digital standards and there are none that apply. We have reviewed the Creative and Design Standards including that of Creative Venue Technician and whilst there might be superficial overlaps none of these are significant. We have also reviewed the Childcare and Education standards including that of Teaching Assistant and again whilst there are some similarities the skills and knowledge requirements, the learner groups and work settings of these two occupations are totally different. We are also aware of the proposal for the HE Assistant Technician Professional that was submitted in Nov 17. This proposal described the role of a Technician in a Higher Education/ University science laboratory which is different to the occupation proposed here.

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

Clinical Simulation Technicians support the delivery of high quality skills and simulation training within the clinical education team. They typically work in NHS Trust education department simulation centres or University Healthcare faculties providing technical support and guidance in relation to all aspects of simulation-based education and training. They work with other education staff to support the co-ordination of assessment, planning and delivery of training using a wide range of simulation technologies from full body computerized manikins or procedural virtual reality to part-task simulators. Simulations are used where the learner has to develop new skills that cannot be 'learnt' in a real work setting. It is likely that simulation will increasingly be used in the end point assessment of apprenticeship standards where it is not appropriate for direct observation to be carried out in a real work setting. Clinical Simulation Technicians are also expected to provide support in the use of various technologies that support the delivery of education such as audio-visual equipment, information technology and multimedia production.

Clinical Simulation Technicians work as part of a team providing education primarily to medical, nursing and allied health professional staff, as well as growing numbers of new users of simulation from other healthcare professions. Simulation Technicians are not in a clinical role but they will be expected to work effectively and efficiently with trainers, lecturers and other subject experts to devise scenarios and support the delivery and assessment of the learners. Simulation Technicians may be expected to work irregular hours in order to support the delivery of training to healthcare staff working 24 hour shift patterns.

On a day to day basis Clinical Simulation Technicians will:

- Plan upcoming events technical resource needs
- Consult with course organisers to make sure learning objectives and technology use are matched appropriately
- Prepare rooms and set up equipment and resources to support clinical training/educational teaching, courses, assessments and examinations and ensure all equipment is cleaned and stored appropriately after use
- Maintain and repair manikin hardware and software including troubleshooting
- As necessary, to create moulage/ theatrical make up to the manikins and simulated patients to enhance the realism and the clinical accuracy of individual scenarios
- Ensure provision of a safe and well equipped training environment
- To assist in the maintenance of an accurate inventory of clinical skills and simulation equipment, making sure all equipment is well maintained and stored safely and securely
- Assist with the delivery of simulation training, specifically supporting the technical programming and running of manikins using an IT system, live streaming, bookmarking and playback and supporting audiovisual systems such as telecoms or radio systems
- Maintain record systems used such as attendance at training and recall systems, equipment loans, equipment maintenance or safety checks as needed
- Maintain stock including clinical supplies and equipment, pharmacy stocks and medical gases
- Co-ordinate the daily technical elements of all courses using a range of equipment and supplies including medium/high fidelity full body patient simulators, virtual reality and audio visual equipment
- Facilitate basic training sessions
- Keep advances in simulation technology under review and be aware of new equipment & procedures
- Provide support in the management of recording, playback and editing of simulation and other exercises within the facility, providing support and/or training as required to other users, taking into account data protection and confidentiality issues
- Liaise with simulation equipment suppliers regarding evaluation of products, maintenance, development of innovations or improvements to NHS/suppliers relationships.

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

#### Knowledge

- Infection Prevention and Control
- Safeguarding
- Confidentiality and information governance
- Basic anatomy and physiology
- H&S inc COSHH, moving and handling
- Maintenance, application and troubleshooting of simulation equipment including software
- Understand technical videoconferencing knowledge to a variety of situations and types of equipment
- Media technology and its applications
- Media Editing Software and its applications
- Educational theory

#### Skills

- Able to provide instruction during basic training sessions e.g. basic life support or equipment use
- Able to set up teaching environments with appropriate equipment including part-task trainers i.e. lifelike models of body parts, such as an arm or pelvis, full body manikins, medical devices and clinical consumables used in teaching a range of clinical skills from Basic Life Support to management of major incidents
- Able to set up and run computerized simulation equipment from high-fidelity manikins for simulated scenarios to virtual reality simulators for procedural skills preparation
- Able to set up and use AV equipment to a high standard
- Able to resolve technical issues and queries regarding the simulation and audio-visual technology
- Able to provide a comprehensive range of technical support and training to users of media facilities
- Support or directly deliver the training of faculty to a competent level in the use of simulators
- Able to resolve problems and inform senior managers where appropriate of any difficult or sensitive issues
- Use software to support programming of computerized simulation equipment
- Able to liaise with other departments and outside agencies disseminating information efficiently
- Able to use and co-ordinate activities on electronic scheduling equipment
- Communicate complex technical information effectively with a range of individuals
- Able to collaborate with and present to large groups of people
- Able to plan, deliver and evaluate own training sessions

#### Behaviours:

Clinical Simulation Technicians are innovative, highly flexible, assertive, adaptable, reliable, consistent and work well as part of a team. They show initiative, discretion, resilience and self-awareness and may have to work with distressing or unpleasant situations. They have the courage to challenge areas of concern and strive to work to best practice. They must be highly motivated, show respect for those they work with and be committed to their continued professional development.

Q13. How will the apprenticeship allow the individual to develop transferable skills to perform the role in a business of any size or relevant sector?

This is an occupation that would only be employed by large healthcare employers or University health faculties who have the clinical simulation laboratories. The employers who are supporting this proposal come from both types of employer.

There are no SME employers of less than 50 employees of this occupation.

Q14. Will the occupation require rigorous and substantial training of at least 12 months prior to the end-point assessment to achieve full competence, with off-the-job training accounting for at least 20% of the apprenticeship? Please provide detail of what this will include.

Yes, we fully expect the learning time required to acquire the skills and knowledge for full competence to need 20% off the job learning.

Q15. What will the duration of the apprenticeship be?

We expect the typical duration to be 12 – 18 months.

Q18. Please provide details below of any professional body recognition of this standard. This should include information on what this will be.

Clinical Simulation Technicians can be members of the Association of Simulated Practice in Healthcare (ASPIH) who are in turn members of the Science Council. ASPIH encourage their members to register with the Science Council.

Q19. We are committed to ensuring that the standard we design provides sufficiently transferable skills to enable a successful apprentice to perform this role in an employer of any size and in any relevant sector. We are collectively representative of our sector(s) and are willing to work with other employers who come forward with an interest in this occupation and with colleagues from other sectors where our standards are closely related. We will develop the apprenticeship standard and assessment plan in line with the latest edition of the Institute's "How to" Guide for Trailblazers, will aim to complete this process within a year and are committed to working with relevant sector organisations to promote the use of the resulting standard once it is ready for delivery.

Yes