

were able to achieve their practice hours. A pilot project was undertaken in November 2020. This was then developed at pace into a simulated placement module that could accommodate around 3,500 students by the start of January 2021. Nursing and Midwifery Council guidance was updated in February 2021^[1] to suggest all nursing students in the UK may access 300 hours of simulated learning and this could include face to face, online live and online self-directed simulated learning.

Aim: The study aimed to enable nursing students to maintain their hours as required by the NMC, and provide evidence to demonstrate achievement of their competencies. It also aimed to ensure patients and service users from all fields were represented within the activities.

Method/design: A module blackboard site was developed online to house the materials. Each activity was mapped to the cohort-specific proficiencies which needed to be achieved for that particular level of study (BSc and MSc). A wide range of activities were included such as Oxford Medical Simulation, detailed case studies and scenarios including 'talking head' style videos and patient documentation, service user interviews, analysing Care Opinion patient feedback, and 360-degree tours of a patient's home to undertake a risk assessment.

Implementation outline: Students were able to access the simulated placements if waiting for a clinical placement due to lack of availability, if course completion was delayed due to 'opting out', or if the student was self-isolating or shielding. Students received comprehensive guidance as well as regular YouTube updates to walk them through the process. A mixture of live online sessions and self-directed activities were included and engagement was logged on a placement timesheet. There were also activities and live sessions focussing on student well-being and preparation for placements. It was also important to include activities focussing on other fields of nursing such as mother and baby or learning disabilities. A reflection was then uploaded to the digital placement assessment document so that it could be accessed virtually by the practice assessor and academic assessor. The simulated placements have since expanded into the Allied Health Professional courses within the university and it has been valuable to undertake interprofessional resource sharing to further enhance the simulated placements experience.

REFERENCE

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1 PRISON SIMULATION: CREATING ACCESSIBLE XR CONTENT FOR HYBRID TEL CLASSROOMS IN HE

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Background: An Inter-professional Education (IPE) simulated learning prison was created in Microsoft Teams (MS Teams) for health and social care HE students using a #ReStartSim template^[1], and advice from individuals with experience of working and being in prison.

Aim: The aim was to deliver a simulated learning IPE event with additional features accessible across the XR spectrum (extended reality) for technology-enhanced learning (TEL) accessible to students and staff within and external to the

university in preparation for the hybrid (and hyflex) HE classrooms of autumn 2021.

Method/design: This simulation was co-created with colleagues across organizations thanks to the #DigiLearnSector, and based upon developments from a simulated learning event run in 2020^[1]. MS Teams was used as the base of the simulation, with digital resources embedded throughout. A ThingLink (www.thinglink.com) of a prison was donated by colleagues via the #DigiLearn Sector. The Thinglink (360-degree interactive image of the prison) was edited to include IPE resources and links to MS Teams meetings which were the 'rooms' in the prison. These rooms included profession-specific huddles, prisoner assessment rooms and presentation rooms for externals to present. As this was an IPE learning event, we involved students and colleagues from Allied Health Practice (AHP), medical and prison backgrounds to focus on 'improving patient safety' through practicing accurate assessment and communication in a safe environment^[2]. Meeting rooms were created in MS Teams and then added as active links to the ThingLink for 360 view access into an MS Teams meeting. 'Staff rooms' were created as channels for participants to split into smaller groups and connect over the lunch break. This simulation used gamification and presented the initial concept of the day as a game, so the simulation was in effect wrapped around a mini-IPE conference on what students might need to know if they went on placement or to work in a prison for the first time.

Implementation outline: This simulation used both shared and profession-specific learning outcomes, and ran in September 2021 with second-year students who were used to navigating MS Teams resources. Digital skills were recorded in LinkedIn.

REFERENCES

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MAXSIM, A NOVEL SIMULATION-BASED EDUCATION COURSE FOR ORAL AND MAXILLOFACIAL SURGICAL EMERGENCIES

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Background: For Oral and Maxillofacial Surgery (OMFS) Senior House Officers (SHOs), with no formal medical training, the first exposure to inpatient medical or OMFS emergencies will be the first time they are having to manage them, usually alone.

Aim: Simulation-based education has been demonstrated to increase experience and confidence when used in medical education; therefore, an OMFS simulation-based education (SBE) course was created to facilitate this learning in a safe environment.

Method/design: The course included implementation of training on SBAR, A to E Assessment, stations on medical emergencies such as sepsis, and OMFS emergencies centred around scenarios that necessitate rapid response including retrobulbar haemorrhage and carotid artery blowout. Pre- and post-course questionnaires were given to all delegates