

inputs from established faculty members. A pilot course was delivered in April 2025 with 7 participants. Pre- and post-course surveys were conducted to assess impact and acceptability, and analysed using non-parametric statistical analysis. Free-text answers were evaluated using thematic analysis.

Results: Participant confidence significantly improved in a range of areas, including their understanding of learning theory and how it relates to SBE ($P=0.008$), facilitating debrief sessions ($P=0.03$), managing a 'difficult candidate' ($P=0.0004$), and understanding of the terms 'Human Factors' and 'Non-Technical Skills' and their relevance to SBE ($P=0.002$). Free-text responses evaluated the course as 'Clear objectives', 'Interactive', 'Very enjoyable'.

Discussion: Feedback from our pilot course is significantly positive and we hope to deliver further this course routinely throughout the next 12 months, to ensure there is opportunity for all interested to attend and develop more robust data in terms of participant numbers. Participants enjoyed this course so much that many asked for a 'part 2' of this course which is currently under development. We hope that by sharing this success with the wider simulation community we may encourage a culture of collaboration and shared learning and expertise.

Ethics Statement: As the submitting author, I can confirm that all relevant ethical standards of research and dissemination have been met. Additionally, I can confirm that the necessary ethical approval has been obtained, where applicable.

REFERENCES

1. Diaz-Navarro C, Laws-Chapman C, Moneypenny M, Purva M. The ASPiH Standards - 2023: guiding simulation-based practice in health and care. Available from: <https://aspih.org.uk>

IN PRACTICE

A58

FOSTERING A CULTURE OF SHARED KNOWLEDGE AND EXPERTISE IN FACULTY DEVELOPMENT

Rachel Cichosz¹, Fateh Singh¹, Harjinder Kainth¹; ¹Royal Wolverhampton NHS Trust, United Kingdom

Correspondence: rachel.cichosz@doctors.org.uk

10.54531/QGLW5844

Introduction: Faculty development is imperative to delivering and maintaining high quality, impactful simulation-based education (SBE). The ASPiH guidelines outline key attributes of simulation faculty and encourage a culture of shared knowledge and expertise. [1] At The Royal Wolverhampton NHS Trust (RWT), we designed and implemented an innovative educational experience aimed at the novice SBE facilitator to ensure development of simulation faculty in keeping with ASPiH standards. The course is free and available to all RWT employees with an interest in becoming involved in SBE - from those hoping to develop their own departmental in-situ simulation programmes to those already having established roles within existing SBE. The full-day course includes workshops and simulated scenarios, with planned debriefs and meta-debriefs to optimise participant reflection and learning. The culture of the course is such that anyone from the wider multidisciplinary team (MDT) can attend, and peer observation and reflection is encouraged and facilitated.

Methods: The course was developed following identification of learning need during an upsurge in the amount of in-situ SBE activity within RWT. Market research revealed several other faculty development courses available within the region, however these all involved high costs for participants, with varying curricula. Course content was developed with