

# SIMULATION INDUSTRY ASSOCIATION OF AUSTRALIA

## Expression of Interest

- for Specialist Colleges to undertake curriculum development and to be involved in a pilot training course
- in conjunction with the project entitled “Non-technical Skills Training in Synthetic Learning Environments”.
- sponsored by the Australian Society for Simulation in Healthcare on behalf of the Australian Government Department of Health and Ageing

EOI Number: ASSH 1  
Issue Date: 19 August 2008  
Closing Date: 2 September 2008

### Instructions

- Please read Parts A to D then complete Part E “Response Schedule”
- Return your completed Response Schedule by email according to the advice in Part B “Lodgement of Submissions”



An Australian Government Initiative

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## Part A – Introduction

### 1 INTRODUCTION

#### 1.1 Definitions

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- 1.1.1 **Submission** means a response to this EOI.
- 1.1.2 **Respondent** means any person or organisation who receives this EOI and who lodges a Submission.
- 1.1.3 **Lodgement Address** means the address (physical or electronic) stated in EOI clause 2.1.1
- 1.1.4 Closing Time means the date and time (and time zone) specified in EOI clause 2.3.1

#### 1.2 About SIAA

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- 1.2.1 The Simulation Industry Association of Australia (SIAA) was formed to provide a focus and a forum for those involved in simulation technology in Australia, to allow for discussion and distribution of information, and to further advance the research, development and use of simulation technologies and practices in Australia society, industry, academia and government.
- 1.2.2 The objectives of the Association are the:
  - a) Promotion to government, industry and the wider community of the application and benefits of simulation;
  - b) Professional development of the members;
  - c) Dissemination of the association's ideals in regard to recognition of simulation as a science in its own right;
  - d) Promotion of the association as the official, recognised representative of the simulation industry in Australia;
  - e) Provision of guidance and interpretation of Australian and international standards involved with simulation and training;
- 1.2.3 Further information is available on the website: [www.siaa.asn.au](http://www.siaa.asn.au)

#### 1.3 About ASSH

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- 1.3.1 The Australian Society for Simulation in Healthcare (ASSH) is formally affiliated with the SIAA, formally becoming a Chapter of it in 2007.
- 1.3.2 ASSH represents the interests of healthcare related simulation across Australia.

#### 1.4 Project Governance

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- 1.4.1 The project is funded by the Commonwealth of Australia as represented by the Department of Health and Ageing (DOHA).

- 1.4.2 The Non-Technical Skills Training in Synthetic Learning Environments project (the “Project”) is being conducted by ASSH, a chapter of the SIAA.
- 1.4.3 The initial funding agreement was between DOHA and Queensland Health. This agreement was signed in June 2007.
- 1.4.4 A Deed of Novation was signed in June 2008 between the DOHA, Queensland Health and the SIAA which transfers Project ownership to the SIAA.

## **1.5 Project Aims**

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- 1.5.1 The broad aim of the Project is to promote specialist training in synthetic learning environments, particularly development of non-technical skills (NTS) relevant to accredited specialist training.

## **1.6 Project Background**

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- 1.6.1 Non-technical skills (NTS) are recognised to underpin safe and effective clinical practice. NTS are core skills, such as communication, teamwork, crisis management and professional demeanour, which underpin competency in a wide range of tasks relevant to medical specialist practice. Specific examples of the latter include obtaining informed consent; managing end-of-life care; disclosing adverse events and handling complaints; working in multi-disciplinary teams; managing emergencies; managing workplace conflict; leading clinical practice reviews and improvement initiatives; negotiating with hospital administration etc.
- 1.6.2 NTS are prominent in medical specialist training programs, but curricula designed to be delivered in simulated learning environments are not generally well developed.
- 1.6.3 Simulation (defined in Table 1) has an established role in providing learning for NTS. A variety of learning technologies and learning methods, available in synthetic learning environments have been used for this application (See Table 2).

Table 1: Definition of simulation

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- 1. Simulation in this document refers to learning methods provided in Synthetic learning environments which support experiential learning. Key components of experiential learning include:
    - a. the learner interacts with his or her environment.
    - b. A high proportion of the learning activities enact activities and tasks representative of the learner’s real world responsibilities.
    - c. The environment is sufficiently realistic for experiential learning to occur.
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Table 2: Learning technologies and training methods.

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- 1. Learning technologies used in (SLEs) include, without being limited to:
    - a. Manikin – life-like aspects of people and situations are generated by a
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- manikin and or a “theatrical” interaction of actors and props with manikins.
  - b. Computer-based virtual reality – a realistic environment is reproduced on a computer screen.
  - c. Haptics (tactile information is fed back to the learner (E.g. feel of surgical instruments on tissue)
  - d. Actors – reproduce components of real world experience, especially involving communication between people
  - e. Part-task trainers – reproduce components of a patient’s anatomy. They are generally used to support procedural skills training however may be used in conjunction with other learning technologies to create integrated clinical situations.
  - f. Video – actual real world, or any of the above enacted on video
2. Learning methods used in (SLEs) include, without being limited to:
- a. Scenarios - Using any of the above technologies to enact whole events or components of events.
  - b. Case-based learning – using other formats including written and oral presentations, to present clinical scenarios for learning.
  - c. Role play – Using any of the above technologies to enact interactions between people, including but not limited to:
    - i. health professionals and patients (E.g doctor–patient; nurse-patient)
    - ii. Health professionals and health professionals
  - d. Procedural training - Using any of the above technologies as a platform from which to conduct a procedure.
  - e. Multimodal formats – refer to activities which integrate two or more discrete techniques or curricula which use a variety of specific formats to address specific individual learning objectives.
  - f. Debriefing and reflection
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1.6.4 During 2008 and 2009, ASSH will oversee an educational project on behalf of the Commonwealth Department of Health and Ageing, as part of the Australian Government’s Expanded Specialist Training Program. The broader project is entitled: *Non-Technical Skills Training (NTS) in Synthetic Learning Environments – Mapping Curricula for Vocational Specialist Training*.

1.6.5 The broad project comprises a series of activities including an information forum and the generation of a literature review, both aimed to inform specialist colleges about this topic. In addition, three specialist colleges will be selected to participate in an intensive curriculum development initiative and pilot training course. This is described in section 1.7 below below.

## 1.7 Project Overview

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1.7.1 Three specialist colleges will be selected to participate in two components of the broader project, these components aimed to allow intensive curriculum development to occur. These components are referred to as (1) the curriculum mapping consultancy and (2) pilot training course.

### 1.7.2 Curriculum Mapping Consultancy.

- a) Colleges participating in this activity will work closely with an expert team of simulation educators.
- b) Objectives are listed in Table 3.

**Table 3: Objectives of the Curriculum Mapping Consultancy**

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#### Objectives

- 1. Support participating colleges in identifying their training needs.
  - 2. Identify appropriate simulation methods that can be employed to address these needs.
  - 3. Develop conceptual models for curricula which integrate simulation into existing training curricula.
  - 4. Advise training course providers
  - 5. Independently evaluate the training course
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- c) Activities will comprise face-to-face meetings, telephone interviews and email correspondence as mutually arranged between the college representatives and consultancy team.
  - d) The outcomes of this activity will be speciality specific training needs analyses and curriculum frameworks presented as polished reports to the participating college.

### 1.7.3 Pilot Training Courses

- a) Expert simulation providers will work cooperatively with each college and the consultancy team to develop a pilot training course. The courses will use simulation to train a small group of trainees of the college in non-technical skills (NTS). The specific NTS addressed in the course objectives will be informed by the results of the consultancy to date.
- b) The courses will be held over two days in February 2009.
- c) At the conclusion of the course a written course outline and relevant learning materials will be available for the specialist college.
- d) The providers will manage recruiting and administrative support, liaison and communication for participants.
- e) The specialist colleges will assist the providers by nominating one or two specialists who are willing and able to commit to assist the providers develop scenarios and contextually relevant training activities.

- f) The specialist colleges will assist the providers by recruiting 12 appropriate trainees to participate in the pilot courses.

## **1.8 Timetable**

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- 1.8.1 An indicative timetable for the conduct of this EOI is described below. This timetable may be amended by SIAA from time to time.

<b>Event/activity</b>	<b>Proposed date</b>
Issue of EOI	Tuesday 18 August 2008
Closing Time for Submissions	Tuesday 2 September 2008
Selection of preferred Colleges	Thursday 11 September 2008
Training needs analysis and curriculum development undertaken with consultant	September 2008 to February 2009
Allocation of college to pilot provider	Tuesday 11 November 2008
Pilot conducted	February 2009
Report of curriculum mapping consultancy and pilot course available to college	April 30 2009

## **1.9 Consultant and Pilot Providers**

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- 1.9.1 St Vincent's Hospital, Melbourne, the "Consultant" has been contracted to undertake the "Curriculum Mapping Consultancy"
- 1.9.2 Three (3) experienced providers of simulation- based training methods (the "Pilot Providers") have been selected to develop and deliver one pilot training course each. They are:
- a) St Vincent's Hospital, Sydney
  - b) Monash University, Melbourne
  - c) QinetiQ/University of Queensland

## Part B – Conditions of Submission

### 2 LODGEMENT OF SUBMISSIONS

#### 2.1 Contact Officer and Address for Lodgement

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- 2.1.1 Submissions must be lodged to the contact officer by email, so as to be received before the Closing Time as follows:

Peter Hill  
SIAA Executive Officer  
  
PO Box 226  
Lindfield, NSW, 2070, Australia  
  
Email: [exec@siaa.asn.au](mailto:exec@siaa.asn.au)  
  
Tel: (02) 9415 3600  
Fax: (02) 9415 3611

#### 2.2 Documentation required in response

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Respondents are required to lodge:

- a) the response to [Part E – Submission Response Schedule](#)

#### 2.3 Closing Time

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- 2.3.1 The deadline for lodgement of Submissions is Tuesday September 2 2008, 5pm New South Wales (NSW) time zone, Australia.

#### 2.4 Further information and enquiries

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- 2.4.1 Any questions arising during this EOI process, or requests for clarification or further information, can be made by telephone or email to the Contact Officer. Your email to the Contact Officer must contain the Submission number in the subject line.

### 3 PARTICIPATION IN THE EOI PROCESS

#### 3.1 SIAA's Rights

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- 3.1.1 Notwithstanding any other provision of this EOI, SIAA reserves the right, at any time to:

- a) alter, amend or vary or terminate this EOI and the process outlined in this EOI
- b) require additional information or clarification from any Respondent or anyone else, or provide additional information or clarification to any Respondent or anyone else.

- 3.1.2 For the avoidance of doubt, SIAA may exercise its rights under this clause and elsewhere in this EOI at any time and in its absolute discretion.

## Part C – Submission Evaluation

### **4 SUBMISSION ASSESSMENT**

#### **4.1 Evaluation Governance**

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- 4.1.1 SIAA will establish an evaluation committee to oversee and manage the evaluation process.
- 4.1.2 The evaluation committee may include external advisers and third parties. SIAA may make available to advisers and third parties a copy of any Submission for the purposes of evaluation.

#### **4.2 Assessment objective**

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- 4.2.1 SIAA will assess Submissions to identify those it considers will benefit most from participation in the project.

#### **4.3 Evaluation criteria**

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- 4.3.1 Each Submission will be assessed against criteria set out in the Submission Response Schedule.

## Part D - Statement of Requirement

### 5 REQUIREMENTS

#### 5.1 Responsibilities of the specialist college

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- 5.1.1 Colleges will be expected to nominate one or two specialists who are willing and able to commit to assist the providers develop scenarios and contextually relevant training activities.
- 5.1.2 Colleges will be expected to recruit twelve (12) trainee specialists to participate in each pilot.

#### 5.2 Responsibility for costs

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- 5.2.1 The pilot provider allocated for each college, as specified in the subcontract between it and ASSH, is directly responsible for the costs associated with the provision of the training inclusive of:
  - a) Venue and equipment hire, catering, administration and staff related costs incurred by pilot team.
  - b) Mutually agreed travel related costs and honoraria paid to clinicians for face-to-face instruction on the course.
- 5.2.2 The consultant managing the curriculum mapping consultancy, as specified in the subcontract between it and ASSH, is directly responsible for the costs associated with the activities undertaken as part of this consultancy inclusive of:
  - a) Mutually agreed travel related costs paid to college representatives who are consulted as part of this activity.
- 5.2.3 The college will be expected to cover:
  - a) Any additional discretionary costs associated with participating in a pilot, for example advertising costs incurred in recruiting training, if desired or travel costs for additional observers of the pilot training, if desired.
  - b) Any expenses incurred in connection with preparing and lodging this Submission.
- 5.2.4 No budget is available to fund the ordinary wages and travel related expenses incurred by trainees participating in the training.

## Part E - Submission Response Schedule

Please complete the following sections. Additional pages may be used.

### A: Contact Details

Name of College	
Name of contact person	
Position within the organisation	
Postal address	
Telephone number	
Fax number	
Email address	
Signature of contact person	

**B: Identified Needs**

College name:

**1. Existing training in Non-Technical Skills**

List NTS topics from the training guidelines for which suitable training opportunities have been achieved, using any learning modality.

**2. Identified need for training in Non-Technical Skills**

List NTS topics from the training guidelines for which suitable training opportunities have not been achieved, using any learning modality.

**3. Challenges**

Please describe the major challenges faced by the college in providing training opportunities in NTS

**C: Ability to achieve project aims**

College name:

**4. Previous commitment to training Non-Technical Skills**

Provide a summary of the college's involvement to date in training activities addressing NTS, utilising any learning modality irrespective of whether the activities were outsourced programs or activities developed by the college or its fellows

**5. Previous simulation experience**

Provide a summary of the college's involvement to date in training utilising simulation technology to address any learning objectives relevant to the training program curriculum irrespective of whether the activities were outsourced programs or activities developed by the college or its fellows

**D: Commitment of key college staff and fellows to the project activities**

College name:

<p><b>6. Liaison person</b></p> <p>Can the college nominate a contact person within the college who will liaise and communicate with other college staff, fellows and trainees, as needed, on behalf of the project team?</p>	Please provide names and contact details if possible
<p><b>7. College staff and or fellows involved in the college training program</b></p> <p>Can the college nominate one or two fellows and/or key education staff who will be available to meet with the consultant periodically during the project period to provide input into the curriculum design component of the project? These people should be routinely involved in administration of the college training program.</p>	Please provide names and contact details if possible
<p><b>8. Fellows with experience in training of NTS</b></p> <p>Can the college nominate one or two fellows and/or key education staff who will be able to advise the consultant in respect to NTS applied to the college's speciality discipline. This is likely to involve one or two meetings during the project period. The clinicians would ideally have a declared interest in NTS, such as communication, leadership, professional affairs, crisis resource etc</p>	Please provide names and contact details if possible
<p><b>9. Fellows with clinical expertise who are able to participate in the pilot training</b></p> <p>Can the college nominate one or two fellows who may be able to assist with the delivery of the pilot course. This is likely to require the clinician(s) to consult with the course providers for approx one half day before the course and provide expert advice during the two day course. The clinician does not require expertise with simulation, rather an interest in teaching, and who preferably has an interest in becoming involved in simulation training.</p>	Please provide names and contact details if possible

**E: Capacity to achieve project aims**

College name:

**10. Commitment to this project**

Does the college understand the aims and scope of this project as set out in Part A: Introduction of this EOI?

**11. Capacity to complete requirements of project**

Is the college able to deliver the requirements of the project as set out in Part D: Statement of Requirement and according to the proposed time line set out in Part A: Introduction

**12. Risks**

What risks, if any, does the college identify that may limit its ability to fulfil the requirements in Part D

**13. Conflict of Interest**

Are there any known circumstances that may give rise to an actual, perceived or potential conflict of interest with SIAA in responding to this Submission? If so, please disclose these.

**14. Intellectual Property**

Title to and intellectual property rights in all new contract material developed by the consultant and provider will vest in the Commonwealth Department of Health and Ageing. Does the college agree to grant to the Commonwealth Department of Health and Ageing a non-exclusive, non-transferable, irrevocable and paid up licence to use, reproduce and adapt material developed by the pilot providers and consultant, and to sub-licence that material including a right of sub-licence to SIAA / ASSH?