Discussion, conclusions and recommendations
Combining simulation-based education and PT to establish behavioural fluency in procedural skills could minimise the potential risk to patients and ensure that learners receive training and feedback in an individualised yet systematic way. Analysing the number of bloody taps in the trained versus an untrained group of their peers to look for translation of the teaching to clinical practice is a good measure of the effect of this type of training on patient outcomes and of return on investment.

REFERENCES

P19 SIMULATION PARTNERSHIP FOR ADVANCING REGIONAL KNOWLEDGE (SPARK) GROUP – THREE YEARS ON…

Donna Major*, Emily Clappison, David Wright, Makani Purva. Hull Institute of Learning and Simulation (HILS), Hull, UK

10.1136/bmjstel-2019-aspihconf.124

Background The group has been in collaboration since 2016, with the aim of ensuring partnership working across our region, sharing best practice, knowledge and resources. The group is represented by a number of organisations across the patch including Hull University Teaching Hospitals, York Teaching Hospitals and Northern Lincolnshire and Goole (NLAG) who meet quarterly to share projects and ideas. We are now three years in and well underway with planning our third annual conference ‘Quality’.

Summary of work
- Over the past 12 months we have welcomed nine new members to our group who have joined in at our meetings.
- Reviewed documentation from each organisation to ensure that it was in line with the new GDPR guidance and developed ideas to make this consistent across the organisations.
- Finalised the Regional Simulation Audit – Which contains information on each centre, its facilities and resources.
- Website is currently being redesigned to enhance ease of use for followers, which is intended to be a resource platform. The new website will have discussion forums and a resource section where simulation scenario templates and course programmes, manuals, Newsletters and publications can be found.
- The SPARK Twitter page is consistently updated with latest news and events from the organisations.
- Launched our annual newsletter in December 2018 which showcased the highlights of 2018 for the SPARK group.
- Planning of the third annual conference ‘Quality’ to be held at NLAG on 15th July 2019.
- Application to Health Education England for a SPARK Leadership Fellow.
- Group created from their existing programmes, 2 courses Chest Drain and CVC ensuring these were standardised across the group.

Summary of results
- We now have over 40 members contributing to the group
- Communications in progress through various mediums; website, twitter, newsletter, presenting at conferences.
- Third conference now being planned and will take place in July (Evaluations will be shared on poster)
- In August 2019 we have our SPARK Fellow (Nurse) commencing in post for 12 months (following successful application)
- Two SPARK badged courses – Catheter Insertion and Chest Drain for Core Medical Trainees

Conclusion
The group has grown over the past 3 years and the group is proving to be productive in standardising the courses on offer at the regional centres and enhancing quality. The meetings are a useful platform for sharing ideas and the reputation of SPARK is growing year on year.

REFERENCES
1. Website: www.spark-neynl.org.uk
2. Twitter: @SparkNEYNL

P20 CLINICAL SIMULATION AS A TEACHING METHODOLOGY FOR DEVELOPMENT OF NEW ADVANCED CLINICAL PRACTITIONER ROLE AT NORTHERN LINCOLNSHIRE AND GOOLE NHS TRUST (NLAG)

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Background
The changing face of the NHS workforce includes the new role of Advanced Clinical Practitioner (ACP), developed for experienced healthcare practitioners, characterised by a high level of skill, autonomy and complex decision making.1 ACPs possess core and area-specific competence and training is supported by a Masters level award. Northern Lincolnshire and Goole NHS trust is developing 10 ACPs to complement the multidisciplinary clinical workforce whilst tackling recruitment and clinical gaps. In 2017 HEE produced a formal framework, identifying core capabilities and standards for ACPs, promoting four pillars underpinning practice, namely Clinical practice, Leadership and Management, Education, Research.2

The Development Simulation Hub (DaSH) has developed a bespoke education programme for ACPs, incorporating clinical skills and simulation to consolidate existing knowledge.

Method
Current ACPs were surveyed to identify clinical simulation and skills required to support their educational development. 10 ACPs, from acute care areas received 2 days of educational development, tailored carefully to their clinical areas and needs. Effectiveness of training was evaluated via a locally produced scoring system analysing both technical and non-technical areas of clinical practice post course.

Multifaceted training included didactic lectures, clinical skills workshops and clinically enacted scenarios.

Topics covered included:
1. Medical Emergencies – heart failure, stroke, respiratory arrest.
2. Surgical emergencies – massive haemorrhage, varices.
3. Critical Care Emergencies – endotracheal intubation, pharmacology, sepsis
4. Didactic lectures– providing up to date information and guidelines
5. Clinical Skills– Insertion of chest drain, central venous lines, lumbar puncture