SBME in teaching cardiac auscultation to different healthcare professionals were included. Outcomes were knowledge, skills and satisfaction relating to cardiac auscultation education. Data were analysed using Review Manager 5.3 software.

**Results** 15 RCTs (n=913) were included in this review. 10 RCTs (n=550) compared SBME versus usual teaching. The effect sizes for knowledge and skills were 1.04 (95%CI 0.78–1.29; p=0.00001) and -0.72 (95%CI -1.97–0.52; p=0.26) respectively (figure 1). 5 RCTs (n=363) compared two forms of SBME. The pooled effect sizes for knowledge and skills were 0.73 (95%CI -1.99–0.53; p=0.26) and 0.32 (95%CI -0.75–1.39; p=0.56) respectively (figure 2).

**Conclusions** SBME has effective results in knowledge and skills for teaching cardiac auscultation. Further research is needed to establish the effectiveness of different forms of SBME for different educational interventions.

**REFERENCES**