Course Programme

October-December 2018
Clinical Simulation Centre
Bishop Auckland Hospital
Cockton Hill Road
Bishop Auckland
County Durham
DL14 6AD
Tel: 01388 455105
Our Vision

All staff benefits from inter-professional simulation and human factors training and apply this to confidently deliver first class, effective health care.

Our Mission

To create the highest quality educational experiences for healthcare staff through developing and delivering effective training materials.

To support faculty in their own development and create an environment conducive to excellent Simulation based education (SBE).

To collaborate in research and innovation and participate in the evolution of SBE.

Our Values

Equity of access to all our staff and the wider healthcare community according to their training needs.

A supportive and safe environment where every opportunity for shared learning is taken.

To evaluate and demonstrate quality and improvement.
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Preceptorship |
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BOOKING...

To book a Simulation Course please request a booking form from cdda-tr.CDDFTSimulationCentre@nhs.net

FEEDBACK...

We evaluate all our educational events, to ensure we are delivering to standard and appropriate material. However... we are always grateful for ideas and suggestions for future topics or events – we will consider all suggestions!!

cdda-tr.CDDFTSimulationCentre@nhs.net
Course Guidance & Information
Anaesthetics New Starters Course for Regional Trainees

Who is this course suitable for?
This course is delivered in conjunction with the Northern Schools of Anaesthesia. It is designed for new anaesthetic trainees to provide a practical experience and guidance to complement their experience in theatre. The course aims to ease trainee anxieties during their first three months of anaesthetic training to prepare them for on calls. The days become increasingly complex over the course and should help trainees to achieve the Royal College of Anaesthetists’ competencies, which will subsequently allow them to anaesthetize without direct supervision.

Learning outcomes

- Demonstrate how to check an anaesthetic machine as per AAGBI (Association of Anaesthetists of Great Britain and Ireland)
- Discuss the benefits of planning anaesthesia and the implications of failing to do so
- Perform a successful rapid sequence induction on the simulator under supervision
- Demonstrate management of the shocked patient including safe anaesthesia
- Demonstrate management of a failed intubation to the standard expected to pass The Royal College of Anaesthetists’ Assessment on Intubation and Resuscitation (IAC_D03 and IAC_D06)
- Be aware of a variety of adverse incidents which may occur during routine anaesthetic practice

Course Dates:
1st October
22nd October
Critical Incidents Day for Anaesthetics Trainees

Who is this course suitable for?
Anaesthetic trainees of all levels will benefit from these uncommonly encountered situations when presented with the seriously unwell child. This will include a child presenting with severe meningococcal disease. The condition is rapidly progressive and requires high levels of technical knowledge and non-technical skills for optimal outcomes. Both aspects will be covered on this course.

Learning outcomes
This half day course is delivered on the same day as the critical incidents for Anaesthetists course providing participants with the opportunity to experience a wider range of clinical situations.
HBP Days for Medical Students (Surgery and Medicine)

Who is this course suitable for?
This course is designed for final year medical students to help gain experience for their forthcoming role as a newly qualified Foundation Doctor in a safe and constructive environment. Each student experiences two full day high fidelity simulation courses: A day of medical and a day of surgical cases. On each day every student has the opportunity to take part in a clinical scenario. They observe the other five scenarios and participate actively in debrief to learn from their own and others’ experiences.

Learning outcomes
Undergraduates will work towards the following degree programme objectives:

- Perform a structured ABCDE assessment for a range of the medical and surgical core presentations defined by Newcastle University (HBP Skills 1)
- Instigate initial management for a range of medical and surgical core conditions as defined by Newcastle University (BHP Skills 1)
- Recognise personal limitations and escalate appropriately and effectively to senior members of the team (BHP Skills 6)
- Demonstrate effective communication skills with nursing staff and seniors, including the use of an SBAR handover (HBP Skills 9 & 15)
Immersive Simulation – A Faculty Development Course

Who is the course suitable for?
The SIM core faculty anticipates the inception of an Introduction to Simulation course in early 2017. We are committed to the ethos and future of simulation training within the Trust and welcome expressions of interest from ALL clinical staff who might like to be a part of this evolving and exciting future of medical education. This course is suitable for ALL clinical staff who are interested in being part of this evolving and exciting future of medical education. Participants will gain experience in the organisation, design and implementation of Simulation Based Education (SBE). This will enable them to participate as faculty for existing courses in addition to further course development. Following the course there is an opportunity for further faculty development on course run in the Clinical Simulation Centre.

Learning outcomes
By the end of this course learners will be able to:

- Discuss the benefits and limitations of simulation as a mode of teaching including how to decide on the fidelity necessary to deliver the learning outcomes
- Define effective learning objectives and subsequently design a simulation scenario to deliver on those objectives
- Set up and run a Laerdal mannequin effectively and have an understanding of the SMOTS AV system to optimise learner experiences
- Demonstrate the approach to the structured debrief
SIM for Medicine - A Human Factors Training Course

Who is the course suitable for?
This course is aimed towards nurses and foundation doctors who want to gain a better understanding of Human Factors and develop the skills which enable optimal delivery of healthcare, reduce error and improve satisfaction.
This is a great opportunity to experience simulation based education in a friendly, supportive and non-judgmental environment.
The course is free to attend for members of the Trust.

Learning outcomes
This course focuses on non-technical skills. A range of these will be covered including some of:
- Demonstrating and developing decision making skills in high pressure situations
- Demonstrating and improving communication skills in a variety of situations including being assertive and managing conflict
- Recognising the importance of situational awareness skills and potential hindrances in the clinical environment
- Demonstrating effective team-working skills with a range of colleagues
**Sim for Diabetes**

**Who is the course suitable for?**
This course has been designed to address recognition and management of the hypoglycaemic patient. Working with the Diabetes Nurse Leads, we have developed scenarios based on Serious Untoward Incidents within the Trust, in an effort to illustrate how things go wrong, how to recognise the warning signs and what action to take to ensure the best outcome for the patient.

**Learning outcomes**

The Simulation scenarios and debriefing will enable the participant to:

- Recognise a diabetic emergency
- Competently use blood glucose testing equipment
- Understand the significance of the blood glucose reading and interpret correctly
- Know what action to take to resolve hypoglycaemia
- Be aware of – and use correctly – the ‘Management of Hypoglycaemia in Adult Patients’ FLOWCHART
- Know when and how to escalate care using the SBAR tool
- Consider review of medication
- Know that warning signs may be different in the older pat
**SIM for Preceptorship Nurses**

**Who is this course suitable for?**
This course is suitable for nurses of all specialties as the scenarios and learning can apply to acute settings as well as community settings, adult care and paediatric care. We have also developed scenarios which focus on people with learning difficulties, and ill children transitioning to adult care. The participants work in pairs within the scenario which allows opportunities for developing communication skills, teamwork skills and leadership skills.

As we have nurses from several specialties on the same course, this encourages an exchange and sharing of ideas within the debrief which can be illuminating.

**Learning outcomes**
This course will enable and empower the participant to:
- Understand the significance of the NEWS
- Recognise the deteriorating patient
- Know when and how to escalate care using the SBAR tool
- Communicate confidently with all grades of staff making patient safety a priority
- Develop nurse/patient communication skills

**Course Dates:**
- 18\(^{th}\) October
- 5\(^{th}\) November
- 7\(^{th}\) November
- 4\(^{th}\) December
- 6\(^{th}\) December
**Acute Care Common Stem Simulation (ACCS)**

**Who is this course suitable for?**
This is a regional course aimed at Core Trainees during their Emergency Medicine placement however it is equally useful for other junior doctors working in Emergency Medicine. The College of Emergency Medicine ACCS Simulation Course offers candidates an opportunity to practice key skills managing acutely unwell patient scenarios. At present the course is provided to ACCS in the Northern Deanery for £75 which can be reclaimed from Deanery study leave budgets. Each course can accommodate between 6-8 candidates and is formative with no pass or fail. The debrief after each scenario will allow reflection and discussion of the clinical management of the condition and introduce critical non-technical skills such as teamwork and communication.

**Learning outcomes**
By the end of the course ACCS trainees will be able to:
- Demonstrate situational awareness skills and be aware of how to avoid fixation error
- Recognise and manage situations requiring advanced communication skills including assertive behaviour
- Demonstrate effective leadership skills including task prioritisation in pressurised and time-critical situations
- Recognise and instigate appropriate initial management for acutely unwell patients.

**Course Dates:**
8th November
Maternity, Obstetrics and Paediatrics Simulation (MOPS)

Who is this course suitable for?
Taking Inter-professional team based learning in simulation to a new level; this one-day course involves participants from all levels of experience in Neonatal Intensive Care (NICU), Paediatrics, Midwifery and Obstetrics.
The course has a strong basis in Human Factors and non-technical skills and looks at what really challenges healthcare professionals in those environments. Aspects arising often include challenging conversations, managing conflict, professionalism and personal human factors and performance. The scenarios mix the use of high fidelity mannequins and actors to optimally deliver on the anticipated learning experience.
Our own experience and participant feedback shows that the conversation which arises in the debrief is a great deal more valuable due to the uncommon opportunity to bring multiple specialties together outside the work environment enhancing perspectives and learning from each other.
We ground much of the learning from understanding of high reliability organisations and many of the outcomes have derived from these areas whilst remaining directly based in our daily work.

Learning outcomes
• Demonstrate effective management of situations requiring advanced communication skills including assertive behaviour, managing conflict and negotiation skills
• Recognising the importance of situational awareness (SA), potential hindrances in the clinical environment and developing SA within the team to enhance overall effectiveness.
• Enhancing effective team-working skills with a range of colleagues
• Developing skills in both giving praise and managing unprofessionalism/undesirable behaviour in a constructive manner.

Course Dates:
15th November
13th December
Foundation Programme Year 1 Simulation (FoPS1)

Who is this course suitable for?
This course is designed for Foundation Year 1 doctors in the trust. Each doctor has the opportunity to attend two full days of simulation as part of the CDDFT Foundation Programme weekly teaching. Use of simulation allows doctors to address a range of expected training outcomes which are difficult to reproduce in a conventional classroom environment. The days promote discussion and reflection with peers in an environment conducive to experimenting and learning.

Learning outcomes
The principles which underpin the simulation courses are outlined below. In developing and having opportunity to demonstrate these skills the doctor will encounter many common and less common clinical situations and conditions which are important and directly relevant to their daily practice.

- Demonstrate professional behaviour by complying with national and local requirements to complete mandatory training (FP 1.1)
- Demonstrate clear communication in a variety of settings appropriate to the level of a FY1 doctor (FP 2.6)
- Demonstrate effective team working skills including providing a structured handover (FP 2.7)
- Recognise, assess and initiate management of the acutely ill patient appropriate to the level of a FY1 doctor (FP 3.9)
- Demonstrate safe and effective prescribing in accordance with GMC guidelines, including high-risk prescriptions (FP 3.13)
- Recognise and work within the limits of personal competence (FP 4.18)
- Describe how to ensure patient safety is the priority in clinical practice (FP 4.19)

Course Dates:
F1 Day 1- 12th October
Foundation Programme Year 2 Simulation (FoPS 2)

Who is this course suitable for?
This course is offered to Foundation Year 2 doctors in the trust explores new topics and areas for learning with the same ethos as FoPS 1. The programme presents new challenges and builds upon the experience that trainees have acquired as they move through their training.

Learning outcomes
The principles which underpin the FY2 simulation courses are outlined below. In developing and having opportunity to demonstrate these skills the doctor will encounter many common and less common clinical situations and conditions which are important and directly relevant to their daily practice.
- Demonstrate professional behaviour by complying with national and local requirements to complete mandatory training (FP 1.1)
- Demonstrate delivery of patient-centred care (FP 1.2)
- Demonstrate behaviour in accordance with ethical and legal requirements (FP 1.3)
- Demonstrate clear communication in a variety of settings appropriate to the level of an FY2 doctor (FP 2.6)
- Demonstrate effective team working skills including leadership skills (FP 2.7)
- Recognise, assess and initiate management of the acutely ill patient appropriate to the level of an FY2 doctor (FP 3.9)
- Demonstrate safe and effective prescribing in accordance with GMC guidelines, including high-risk prescriptions (FP 3.13)
- Discuss palliative and end of life care for patients, including the use of do no attempt cardiopulmonary resuscitation (DNAPCR) forms (FP 3.17)
- Recognise and work within the limits of personal competence (FP 4.18)
- Describe how to ensure patient safety is the priority in clinical practice, including reporting adverse events and drug reactions (FP 4.19)

Course Dates:
F2 Day 1- 7th December
Bad Day On Call (BDOC)

Who is this course suitable for?

This one day course allows final year medical students an insight into life on the wards as a Foundation Year 1 doctor. It offers an opportunity to practice applying the knowledge they have learnt over their five years at medical school and develop non-technical skills which are difficult to reproduce in a classroom environment.

Learning outcomes

By the end of the day undergraduate students will be able to:

- Recognise the importance of structured assessment of a patient with a core presentation as defined by Newcastle University
- Recognise the importance of immediate resuscitation of an acutely unwell patient with a core presentation as defined by Newcastle University
- Discuss the appropriateness of cardiopulmonary resuscitation and how these decisions are made and documented (PP03)
- Demonstrate use of local and national guidelines in clinical decision making (PP15)
- Demonstrate communication with patients, relatives and colleagues, including dealing effectively with aggression and anger in the clinical setting (PP25)
- Demonstrate use of a prescribing formulary (the BNF) to guide and assist safe prescribing, including in patients with allergies (PP 39&41)
- Recognise the importance of situational awareness, personal organisation and teamwork skills in the clinical setting

Course Dates:
28th November
5th December
12th December
Difficult Airways for Anaesthetists

Who is the course suitable for?
This course, whilst currently delivered to anaesthetists in training, is relevant to all anaesthetists looking to ensure that they remain fully up to date in terms of their knowledge and technical and non-technical skills in airway management.
Directly informed by the Difficult Airway Society (DAS) guidelines, this one day course, new for late 2016, involves interactive seminars, case based discussions and developing a practical understanding of the equipment available for managing the difficult airway. Once the knowledge and skills required to manage the difficult airway are covered we look at transforming this into an effective team based performance in response to common airway challenges through a number of scenarios and facilitated debriefs.

Learning outcomes
- Recall the methods of assessing and predicting difficulty in the anaesthetic airway
- Discuss strategies for managing the difficult airway
- Demonstrate skills such as airway exchange and front of neck access as suggested by the DAS.
- Demonstrate strategies for optimal team performance in a crisis.
Trainee Anaesthetists CriTical Incidents Course (TACTICs)

Who is the course suitable for?

Managing critical incidents not only requires knowledge and technical skills, but also effective non-technical skills which underpin an effective team performance and expedite timely delivery of safe, high quality care.

This course challenges participants in ‘common’ and uncommon critical incidents that the trainee anaesthetist will, at some point, likely be involved in managing. It utilises the Anaesthetic Non-Technical Skills (ANTS) framework, developed at the University of Aberdeen in debrief, enabling trainees of all levels to understand these important concepts and develop their skills.
Advanced Life Support (eALS)

Who is this course suitable for?

The eALS provider course is designed for healthcare professionals who would be expected to apply the skills taught as part of their clinical duties, or to teach them on a regular basis. Appropriate participants include doctors, paramedics and nurses working in acute care areas (e.g. ED, CCU, ICU, HDU, operating theatres, acute medical admissions units) or on resuscitation /medical emergency/ICU outreach teams. All applicants must hold a professional healthcare qualification or be in training for a professional healthcare qualification. Medical students, nurses and other healthcare providers not covered in the groups above should be encouraged to complete the Immediate Life Support (ILS) course. Those with a particular interest in resuscitation should then consider attending an eALS provider course, where appropriate. Medical students in their final year of training can be accepted as candidates on an eALS course if this is an established local arrangement.

Learning outcomes

The eALS course teaches the knowledge and skills required to:

- Recognise and treat the deteriorating patient using a structured ABCDE approach;
- Deliver standardised CPR in adults;
- Manage a cardiac arrest by working with a multidisciplinary team in an emergency situation;
- Utilise non-technical skills to facilitate strong team leadership and effective team membership.

Course Dates:
31st October
19th December
20th December
Immediate Life Support (ILS)

Who is this course suitable for?

The ILS course is suitable for doctors, medical students, nurses, nursing students, midwives, healthcare providers such as physiotherapists, dentist and ambulance technicians. It may also be suitable for fire service technicians, police personnel and prison officers.

Learning outcomes

The ILS course teaches the knowledge and skills to:

- Identify the causes and promote the prevention of cardiopulmonary arrest;
- Recognise and treat the deteriorating patient using the ABCDE approach;
- Undertake the skills of quality CPR and defibrillation (manual and /or AED) and simple airway manoeuvres;
- Utilise non-technical skills to facilitate initial leadership and effective team membership

Course Dates:

12th October
7th November (Recert)
9th November
19th November
Paediatric Immediate Life Support (PILS)

Who is this course suitable for?

The PILS Course is appropriate for the following candidates: doctors, medical students (final year), nurses, health visitors, school nurses, nursing students (final year), midwives, ODPs, cardiac technicians, resuscitation officers, physiotherapists, dentists, dental nurses, ambulance technicians/paramedics.

The PILS course addresses the needs of staff that need more advanced skills than those taught during basic life support (BLS), but who do not require the more comprehensive two-day European Paediatric Advanced Life Support (EPALS) course.

Learning outcomes

The PILS course teaches the knowledge and skills to:

- Understand the structured ABCDE approach that facilitates rapid recognition of seriously ill children;
- Provide appropriate initial treatment interventions to prevent cardiorespiratory arrest;
- Treat children in respiratory or cardiorespiratory arrest until the arrival of a resuscitation team or more experienced assistance;
- Promote active membership of a paediatric resuscitation team.

Course Dates:
15th October
14th November
European Paediatric Advanced Life Support (EPALS)

Who is this course suitable for?

The EPALS course is designed for healthcare professionals who would be expected to apply the skills taught as part of their clinical duties, or to teach them on a regular basis. Appropriate participants include doctors, nurses and paramedics working in direct contact with children. All applicants must hold a current clinical appointment and professional healthcare qualification. Medical students in their final year of training can be accepted as candidates.

Learning outcomes

Undertaking the EPALS course should enable you to:

- Use the structured ABCDE approach for rapid assessment of the seriously ill child;
- Manage the sick child until the arrival of expert assistance;
- Facilitate the development of resuscitation team members and team leaders;
- Use a structured approach to communication amongst team members during an emergency situation

Course Dates:
1st November
2nd November
Advanced Trauma Life Support (ATLS)

Who is the course suitable for?

ATLS is a global course, teaching a systematic process of trauma care for patients with life-threatening injuries.

Throughout this interactive course, you will learn a range of comprehensive and adaptable trauma management skills, relevant to all specialties.

Learning outcomes

This course is suitable for SAS Grades and suitably trained advanced practitioners. After attending this course, you should be able to:

- Demonstrate the core principles of primary and secondary patient assessment
- Rapidly establish priorities in trauma patients
- Deliver care during the primary and secondary surveys
- Confidently practice a wide range of skills required for the assessment and treatment of patients with multiple injuries
- Review the difference in management and assessment of paediatric, geriatric and pregnant patients
- Review the preparations to definitive care
- Demonstrate the principles of ATLS based on a variety of moulage situations practitioners.

Course Dates:
21st, 22nd & 23rd November.
Neonatal Life Support (NLS)

The Resuscitation Council (UK) Newborn Life Support (NLS) course was launched in 1999 and is a standardised national course providing clear practical instruction in airway support and the theoretical background to illustrate its importance in resuscitation of the newborn.

Who is this course suitable for?
The NLS course is designed for any healthcare professional involved in the delivery and care of the newborn infant. This includes both junior and senior medical and nursing staff, midwives, paramedics and resuscitation officers. All applicants must hold a professional healthcare qualification or be in training for a professional healthcare qualification.

Learning outcomes
The NLS course teaches the knowledge and skills required to:
- Approach the management of a newborn infant during the first 10-20 minutes in a competent manner;
- Understand the processes underlying apnoea, bradycardia and poor condition at birth;
- Deliver practical airway management and ventilatory support.

Course Dates:
5th November
3rd December
Fluid Balance & Acute Kidney Injury (FBAKI)

Who is the course suitable for?
The fluid balance and acute kidney injury course is aimed at junior Drs, nurses and pharmacists in an acute setting who are involved in the care of patients in hospital. The course is run by a multidisciplinary faculty and has recently received NICE endorsement and explores the national and local guidance surrounding initial management and treatment of acute kidney injury.

Learning Outcomes
- To develop a basic understanding of what the kidneys do and how they work at cellular level.
- Gain further knowledge in understanding the biochemistry that relates to AKI.
- Discuss the common causes of AKI and how these may be treated.
- Understand some of the common medications associated with AKI.
- Discuss the concept of fluid balance and the challenges we face to get this right.
- Consolidate learning through case scenario discussions.

Course Dates:
10th October
17th December
BAH Simulation Centre hosts the PACES exam on behalf of the Royal College of Physicians of Edinburgh. PACES stands for Practical Assessment of Clinical Examination Skills and is the third part of the MRCP(UK) examination; most candidates will already have passed parts 1 and 11 before sitting PACES. Without passing MRCP(UK) no doctor training in the UK can become a consultant physician. We host the exams for two days, three times a year. Each candidate is tested on their communication skills, their ability to examine and correctly identify physical signs and to create relevant management plans for the patients that they see. The pass rate for PACES is approximately 50%.

With the help of real patients who kindly come along to help us and local theatre groups who provide us with actors to role play, BAH has become one of the most highly rated centres in the country for both candidates and examiners, which is wonderful for our reputation.

Trust Chairman, Professor Paul Keane, commented, “This once again is an excellent example of team commitment in not only contributing to a safe and competent medical workforce but, as indicated, in raising our Trust’s reputation through our great facilities at Bishop Auckland Hospital.”

Course Dates:
24th November
25th November
26th November
Stage 3 Objective Structured Clinical Examination (OSCE)

- The OSCE is designed to reflect learning outcomes
- At this stage of the students’ education, assessment of process is as important as an assessment of their ability in diagnosis or practical management
- Assesses the following skills:
  - History taking
  - Physical examination
  - Practical procedures
- Running in 8 centres simultaneously (inc. NUMed Malaysia)
- Circuit comprises 10 stations

Course Dates:
10th December
11th December
Stage 5 Multiple Observed Standardised Long Examination Records (MOSLER)

- Examination runs over 2 consecutive days
- Each student sits one circuit of 4 stations on each day, total of 8 stations
- Multiple stations allow:
  - appropriate breadth of assessment
  - assessment of each candidate by multiple examiners
- Three types of station:
  - Standard Clinical Encounter
  - Non-Physical Clinical Encounter
  - Acute Care Simulation Encounter
- Domains assessed are:
  - Information Gathering
  - Technical & Procedural
  - Communication Skills
  - Clinical & Diagnostic Reasoning
  - Management