

ASSESSMENT CRITERIA MATRIX – INDIVIDUAL APPLICATION

Section	1	2	3	4	5
Personal qualifications, training and membership	Minimal information has been provided. It is unclear whether the items listed are qualifications or training. Memberships listed have expired. Qualifications, training and membership are not relevant to their role within simulation.	Limited information provided. Often difficult to differentiate between training, memberships and qualifications and some information not relevant to a role in simulation.	Information provided is limited. Qualifications, training and membership are clearly delineated but do not outline a broad range of experience. Evidence provided does not demonstrate a range of experience.	Information provided is adequate, although the range of experience in simulation is limited.	Relevant details including date, training, institution etc. are provided. A clear distinction is made between qualifications gained, training undertaken and organisational membership. Qualifications, training and membership are relevant to their role within simulation. Demonstrates a wide range of experience in SBE.
Standard F1: Educators must ensure that a safe learning environment is maintained for learners and encourages self-reflection on learning	There is little or no discussion relating to establishing and maintaining a safe learning environment or personal/learner self-reflection. Evidence of planning, pre-brief and running a simulation session is deficient. Lacks the support of appropriate evidence and/or evidence provided is weak and does not clearly demonstrate meeting the standard.	Tends to focus on generic health and safety rather than safety within simulation. Minimal discussion regarding reflection as well as planning and running a session.	The applicant has briefly discussed how a safe environment is created and maintained and has supplied appropriate evidence, but both are limited and only partially demonstrate achieving the standard. Evidence is supplied to support the process of developing and running a session, but it is not clear if this is the work of the applicant i.e. a session may have been written by someone else but delivered by the applicant.	Either safety OR reflection have been discussed and evidenced appropriately, but not both elements. Evidence provided supports the applicant's ability to plan and/or, design and/or pre-brief and/or deliver an SBE session but does not cover all elements.	The applicant's narrative clearly articulates how they create and maintain a safe environment for learners as well as encouraging reflective practice for learners. Self-reflection is evident, as is the ability to develop and run an SBE session. Evidence provided is current and clearly supports their narrative and demonstrates achievement of the standard.
Standard F2: Educators must engage in continuing professional development with regular evaluation of performance by both participants and fellow faculty.	The narrative to support the standard is weak with little discussion around personal continuing professional development. Evaluation of performance by participants and peers is missing/weak with little discussion on what has been learned by the evaluation. Evidence provided is limited and fails to clearly demonstrate achievement of the standard.	There is some evidence of professional development within SBE but this is largely informal and focuses more on observation rather than participation. Evaluation has been included by either participants or faculty but not both.	Continued professional development activities undertaken are appropriate to simulation role but are limited. Evaluation of performance by learners and faculty has been undertaken but is superficial and brief with little reflection on learning achieved.	Narrative and evidence submitted is adequate, but reflection demonstrates superficial rather than deep learning. Unequal balance of evaluation presented from participants/learners and faculty.	Continued professional development activities undertaken are relevant to simulation role and show a clear pathway of development. Review by learners and peers is thorough and evidence provided includes learning points taken from this. The bulk of evidence provided is recent i.e. within the last five years and clearly demonstrates meeting the standard.

Standard F3: Educators must be competent in the process of debriefing.	The narrative fails to highlight the importance of debriefing, different models and how the applicant applies these in practice. Evidence is limited, dated and does not clearly demonstrate achievement of the standard.	Narrative/evidence demonstrates a basic understanding of the importance of good debriefing. No clear link between theory and practice.	Narrative demonstrates a basic understanding of the key concepts of debriefing. Evidence shows some application of theory to practice but this remains limited.	The narrative and evidence provided demonstrate an understanding of the theory and application of debriefing. Tends to focus on one model/method only rather than varying it depending on the learners/scenario.	The narrative highlights the importance of the skill of debriefing effectively and how the individual applies this to their practice. Supporting evidence is current and clearly demonstrates effective application of one or more debriefing models with rationale for choice.
Teaching/supporting learning activity	Teaching and learning activities listed are limited and infrequent. Reflection on the activities undertaken is brief and does not highlight learning points to take forward. Minimal recent (i.e. within the last five years) activity listed).	Frequent activities listed but some are not relevant to SBE role. Limited range of activities. Reflection is brief and superficial.	Teaching and learning activities listed are appropriate to role but lack variety. Reflection is relevant but brief.	A variety of teaching and learning activities have been listed but often lack additional data i.e. number of participants, applicant's role within the activity. Reflection is adequate and demonstrates some personal insight.	Teaching and learning activities are clearly outlined, including appropriate additional data e.g. dates, number of attendees, learning outcomes etc. Relevant activities are undertaken on a regular basis and those listed are within the previous five years. Reflection on the activities shows insight and highlights learning points to work on for future activities.
Statement of professional interest and development in SBE	The narrative presented lacks focus and does not provide clear aspirations for the future.	Narrative tends to be generic rather than focusing on the specific applicant's interests and aspirations.	The narrative focuses on SBE development but concentrates on retrospective rather than prospective application.	Presents a clear discussion on personal interest in SBE but plans for future development are not expressed/are minimal.	The statement is insightful, has a clear focus, demonstrates enthusiasm for SBE and outlines a brief plan for future development.
Overall presentation of application	Narratives lack a clear focus with weakly presented arguments. Evidence provided is weak and is not clearly referenced to the standards. Copious amounts of evidence have been submitted but is not always relevant.	Narratives are appropriate to the standards but supporting evidence is hard to track/follow. Often multiple weak pieces of evidence are presented to support a standard rather than one or two robust pieces.	The application is appropriately presented overall but would benefit from attention to detail i.e. punctuation, referencing style etc. Evidence provided is not always robust. Some areas of the application form may not have been completed.	All elements of the application form have been completed. There is a focus to the narratives. Evidence presented is current. Needs to pay attention to detail and think about potentially cross referencing appropriate evidence to reduce the volume presented, while still demonstrating meeting the standards.	Supporting narratives are brief and succinct. Evidence is referenced appropriately and can be easily identified with the relevant standard. Thought has been given to the quantity and quality of evidence submitted, keeping the amount of evidence to a minimum while demonstrating standards have been achieved. All elements of the application have been completed.