

Enhancing Inter-professional Learning Through Simulation-Based Education for Newly Qualified Allied Health Professionals in NHSGGC

AUTHORS

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INTRODUCTION

Simulation-Based Education (SBE) offers a safe, realistic environment for healthcare professionals to develop clinical and non-technical skills (Simpson, E. et al, 2024). In alignment with Scotland's ambition to transform public services through collaboration and innovation, NHS Greater Glasgow and Clyde (NHSGGC) Clinical Skills Working group piloted a SBE programme for newly qualified Allied Health Professionals (AHPs). The aim being to improve collaborative practice, decision-making, and understanding of multidisciplinary roles.

AIM

To evaluate the impact of an interprofessional SBE session on newly qualified AHPs learning.



METHODOLOGY

Two SBE sessions (acute and community settings) were delivered in the clinical skills suite at Glasgow Royal Infirmary in September 2025 and involved 15 newly qualified AHPs (Occupational Therapists, Physiotherapists, Dietitians, and Speech and Language Therapists). Scenarios were designed to reflect real-life clinical complexity and included actors and props to simulate patient interactions. Participants rotated between active roles and observation, with a structured pre-brief and debrief sessions, which used the plus-delta approach. Faculty members supported scenario development and facilitation.

RESULTS

Quantitative:

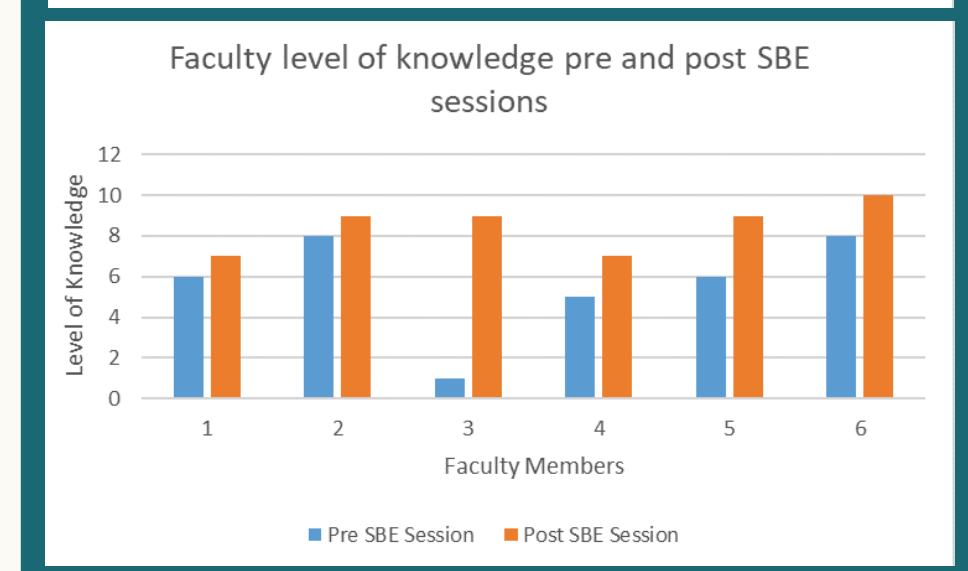
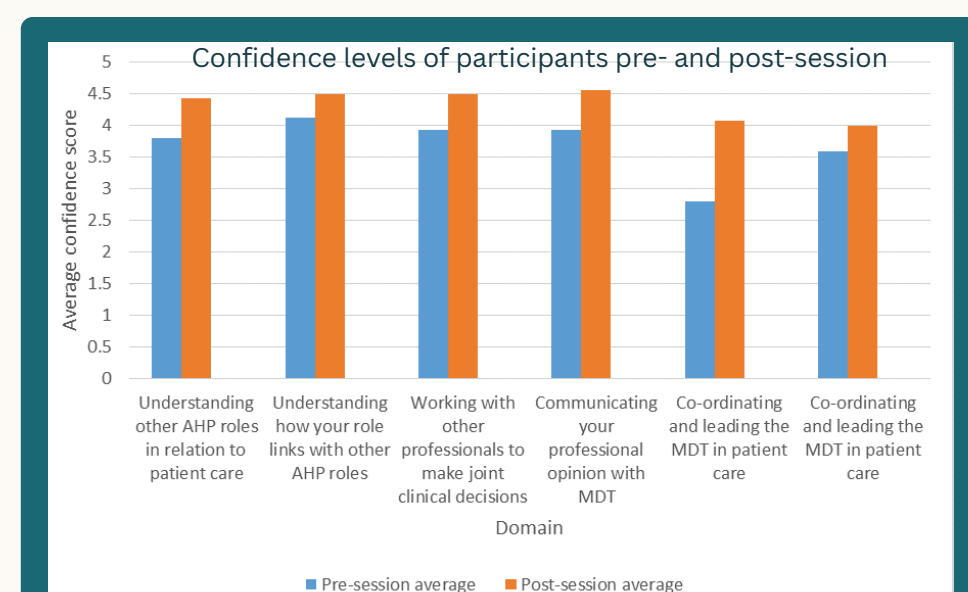
- 100% agreed sessions were realistic, safe, and valuable.
- Confidence increased across all domains, greatest improvement in leading multidisciplinary teams (mean increase: 1.27).
- Faculty level of knowledge increased post SBE for all members.

Qualitative:

- Participants reported enhanced understanding of other AHP roles, improved communication, and greater confidence in clinical decision-making.
- Faculty reported increased knowledge in scenario writing, simulation delivery, and debriefing.

Feedback from participants:

- longer sessions, more complex scenarios, and broader inclusion of patient-facing simulations.



CONCLUSION

This pilot demonstrates that inter-professional SBE is a feasible and impactful method for supporting newly qualified AHPs. It enhances confidence, promotes collaborative practice, and promotes understanding of multidisciplinary roles. However, since organising and running SBE sessions can be resource intensive and requires skilled and knowledgeable Faculty members, financial and time investment in SBE needs to be made ongoing. Future recommendations include expanding the programme, piloting full-day formats, and developing a national SBE package for AHPs.

References:

Simpson, E., McGuinness, C., & Paton, C. (Eds.). (2024). Simulation-based education: A Practical Approach for Health and Care Educators. London, England: Elsevier Health Sciences.

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