



Policy for Participation in Scenario-based Simulations (and other simulation-based educational activities)

1. As part of your learning participants may be required to participate in scenario-based simulations (and other simulation-based activities such as procedural skills sessions).
2. Much of the educational value of this kind of activity resides in the fact that the learning is both active and reflective.
3. Participation in this kind of educational activity can however be stressful and this needs to be acknowledged and managed in a way such that it optimises rather than undermines learning
4. Additional stress may be felt if the session is being recorded (please see also the Policy Statement on the Recording of Activities at the UOC Simulation Centre).
5. Participants and staff are therefore required to be supportive and respectful of each other during these sessions.
6. Keeping the content of the sessions and the performance of individuals confidential within the group is expected. This serves the dual purposes of:
 - fostering a learning environment in which participants recognise the importance of acknowledging rather than hiding limitations and mistakes and feel safe prioritising learning;
 - preserving the learning value of the session for subsequent groups.
7. Participants will be expected not to discuss sessions outside of their groups and in particular to refrain from criticising or ridiculing the performance of their peers.
8. Staff will be expected to show the same respect to participants and be supportive and offer constructive feedback rather than criticism.
9. This does not preclude the sessions from being either challenging, or fun as well as educationally sound.
10. Any concerns about participating in these sessions generally or about a particular session should be raised directly with the lead tutor of the session or alternately with the Simulation Centre Director.