

Lead Reviewer

Helen Ashley, FCIPD, MA Education, FHEA (Lead author)

Helen worked in the NHS from 2016 to 2021 from a career in international higher education where she specialised in professional education and training. She is currently completing an EdD at Keele University entitled A Foucauldian Analysis of Mandatory Training in an English NHS Foundation Trust. In her current role, at University of Manchester she is focusing on strategic workforce planning with special interest in career development, flexible working and inclusion. Lead reviewer contact details University of Manchester, Oxford Road, Manchester, M13 9PL, 07548 258426; helen.ashley@manchester.ac.uk

Team Members

Dr Chiara Mosley, PhD, RN, CHSE. MSc Health Sciences, ENB Higher award, ENB 405, 997, A19 (Advanced Practice), Dip He Midwifery, Dip He, Nursing. PGCE Simulation Lead at Mid Cheshire Hospitals Foundation Trust. Chiara has worked for the NHS for almost 30 years in a clinical capacity, predominantly as an Advanced Neonatal Nurse Practitioner and Simulation Lead. Her major area of interest is how adults learn, with specific reference to structured resuscitation training and she has previously published a BEME review (BEME Guide 20). She designs and delivers innovative methods of human factor training within the NHS, including interactive Human Factor Based Escape Rooms and interactive games and has showcased her work nationally. She is an Associate Clinical Fellow in Simulation at Manchester Metropolitan University (first affiliation) and part-time simulation lead at Mid Cheshire Hospitals NHS Foundation Trust. This role encompasses the design and facilitation of Simulation Based Education both centrebased and fully immersive, in-situ simulations (second affiliation). C.Mosley@MMU.ac.uk 2 Sus

Dr Carol Darlington MBChB, MRCS(A&E)Ed, FRCER, PGC Med Ed

Carol has been an Emergency Medicine Consultant at Leighton Hospital, Crewe for the past 5 years. She has an interest in postgraduate medical education with a particular interest in Simulation Based Education, working closely with the Trust Simulation Team. She is currently completing an MA in Medical Education at Edgehill University.

Dr Suzanne Gough, PhD, PFHEA, MA Ed (Research), PgCert Academic Practice, BSc (Hons) Physiotherapy (UK)

Suzanne Gough is an Associate Professor in Physiotherapy and Associate Dean, Learning and Teaching, at Bond University, Australia. She is also a member of the Bond Translational Simulation Collaborative team, with national and international experience in healthcare simulation education in the United Kingdom and Australia. Suzanne transitioned to academia in 2004, at Manchester Metropolitan University after working clinically as a Physiotherapists specialising in Surgery and Critical Care. In 2016, Suzanne was awarded Principal Fellow of the Higher Education Academy. Suzanne's PhD explored the use of simulation based education in cardiorespiratory physiotherapy and developed the Integrated Simulation and Technology Enhanced Learning Design Framework. As Principal Investigator, she has led international project teams to develop simulated patient governance frameworks and training resources for use across the United Kingdom, on behalf of Health Education England. She has delivered presentations, workshops and been invited to speak at national and international conferences. Suzanne's research interests are currently focused on the use of virtual reality across diverse patient groups, First Nations health, stress and burnout, simulation and technology enhanced learning, curriculum design and gamification.

Justin Clark, BA, is the Senior Research Information Specialist at the Institute for Evidence-Based Practice at Bond University, Gold Coast Australia. He is also a member of the Cochrane Information

Specialists Executive, Co-Lead of the search group of the Living Evidence Network, a member of the PRISMA-S Group and a founding member of the International Collaboration for the Automation of Systematic Reviews (ICASR). He has authored or co-authored numerous reviews and the recent paper, A full systematic review was completed in 2 weeks using automation tools: a case study. <https://pubmed.ncbi.nlm.nih.gov/32004673/>