



Message from the Editors in Chief

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The Medical Education Training Research Innovation in Clinical Care (**METRIC**) Journal provides a platform to present and share best practice in healthcare. The Oxford Dictionary defines metric (a noun) as a standard of measurement. As health care professionals we are expected to measure our practice and demonstrate adherence to best standards.

The bodies governing healthcare expect healthcare professionals to maintain their knowledge and skills to ensure that safe and effective care is provided to patients. The Editorial Board believes **METRIC** will provide easy and relevant information from within the NHS and wider afield to enable the healthcare practitioner to reflect and improve their practice.

Education is a central theme of the journal which has a mission to publish clinical and educational articles relevant to patient safety and innovative practice, highlight practice guidance and signpost quality improvements in the workplace. The inaugural issue focuses on the recent advances in the role of simulation as an educational modality in teaching the next generation of clinicians both technical (procedural) and non-technical (clinical behaviour and human factors) skills. Huge investment has been made into organisations, including the Hull Institute of Learning and Simulation (HILS) but few articles have reviewed the role of

such training in the curriculum and the effect it has on improving patient care.

HILS provides unique opportunities through a "Simulation Fellowship programme" to develop the skills of junior doctors to become the future leaders of the NHS. Drs Gosai and Singh, who have completed the educational Fellowship programme, present an interesting perspective on the application of the Leadership framework to training opportunities. Dr Dickinson and colleagues then give an overview of the role of technical simulation in respiratory medicine and highlight important questions of the future role of simulation in education. Dr Aung's analysis of core medical trainees' impressions of the e-portfolio raises important questions regarding the preparedness of both trainees and trainers to use this tool. The main message is for organisations to provide adequate time and resources to ensure that education can be delivered effectively. On a similar theme Dr Titterington, an anaesthetic trainee, gives a

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personal view of his world, balancing service needs against training requirements while maintaining high quality care to patients. Mr Loubani's article about PBA explains how this brings back the importance of assessment in the world of surgery.

Innovation in clinical care must be nurtured and supported. Elizabeth Morris, a practice development nurse, presents the challenges and solutions to problems faced in establishing the emergency gynaecology unit in Hull and provides an impetus to others to embark on such process innovations

in their own workplace. Finally Hazara and colleagues give a synopsis of latest developments in a nationwide e-alert system to highlight the importance of recognising acute kidney injury to allow timely management of patients.

Our aim through this and future quarterly editions of **METRIC** is to encourage our readers to engage in education and high quality care and inspire organisations to become a centre of clinical, educational and research excellence.