## Simulation_logo.pngAppendix D: Biennial Quality Assurance and Governance Review Form

Please complete ahead of your biennial peer review visit:

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| **Simulation Centre & Organisation** |  |
| **Name of Director or DME** |  |
| **Review Date** |  |
| **Name(s) of Peer reviewer**  |  |
| **Number of staff employed (WTE)*** Administration
* Management
* Fellows
* Clinical educators
* Technicians
* Standardised/ Simulated patients
* Other
 |  |
| **Size of centre** (Number of rooms for training ) |  |
| **Facilities** (such as Live A-V feed, HPS - adult/child/birthing manikin, lapro trainers, haptics) |  |

### Simulation based education (SBE) provider organisational leadership including facilities & technology management

Standard: **The leadership team oversees SBE organisational structures including adequate consideration to finance, personnel and technology resources are made available to support the SBE programme strategy.**

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| **Principles** | **Evidence provided:** |
| 1. There is an organisational leadership structure that has oversight and accountability for SBE activity
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| 1. There is an educational governance process that reviews the educational facilities and provision of services
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| 1. The strategic aims of the service demonstrate alignment to the organisational and stakeholder needs such as patient, staff and student safety and quality
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| 1. There are procedures in place for quality monitoring, and review of evaluation data, staffing, and finances on a regular basis
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| 1. There are systems in place for ingoing faculty development for existing and new faculty
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| 1. Outward facing information sources are maintained including web sites, learning material provision and use of social media
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| 1. A variety of SBE modalities are utilised with appropriate levels of realism and accuracy applied
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| 1. The environment is educationally supportive and clinically credible
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| 1. There are defined areas for the course sessions e.g. clinical skills facilities, scenarios, separate debriefing areas and equipment storage.
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| 1. Appropriate maintenance schedules are in place for simulation equipment
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| 1. The centre undertakes a needs analysis to ensure that the technology and equipment available is appropriate to achieve the educational objectives.
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1. **Programme development, assessment & In Situ utilisation**

Standard: **SBE activities inc ad hoc in Situ, or course programmes are aligned to formal curriculums or learning needs analysis undertaken by the education or practice provider**

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| **Principles** | **Evidence provided:** |
| 1. The centre encourages learning needs assessments to develop local objectives and programme design for each course
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| 1. The learning needs and perspectives of the wider population are considered including patients, carers and other members of the workforce
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| 1. Aims and objectives include cognitive, affective and psychomotor domains (linked to Blooms taxonomy) and / or are linked to evidence based protocols, procedures and organisational goals:
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| 1. Human Factor approaches are included in the programmes where relevant.
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| 1. A system is in place for pre-course materials to be distributed in advance of course attendance
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| 1. A system is in place for pre-course and course materials to be reviewed for relevance, and suitability on a regular basis.
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| 1. Course leads are supported to allow time for faculty support inc pre-brief and debriefing for ongoing CPD of faculty.
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| 1. SBE activities are regularly evaluated using validated tools to assess learners confidence levels in the task being taught, and where possible the transfer of learning to the clinical setting or impact on patient safety.
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| 1. Where relevant Ethical approval is in place for ongoing research evaluation.
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| 1. The Centre works with the organisation to access other data to evaluate learning including KPI’s, patient and staff satisfaction and critical incident data where appropriate
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| 1. The Centres educational governance arrangements include regularly review of courses by a faculty member with expertise in SBE to ensure it remains aligned to best practice and organisational goals
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| 1. Assessment processes used in the SBE facility is appropriate to the curriculum leaner needs / organisational goal
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| 1. Participants are informed in advance if the SBE is a safe learning environment with formative assessment : or is used as a Summative assessment process and assessment criteria is shared
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| 1. The centre selects appropriate / utilises validated models of debriefing and/or reflective practice frameworks to allow learner’s to identify and reflect on their learning experience, identify performance gaps and explore personal development.
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| 1. SBE, where appropriate has been awarded accreditation from affiliation to professional bodies e.g. RCP, RCN, RCS
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1. **Faculty and personnel**

**Simulation based education programmes are designed and supervised by appropriately experienced/trained faculty**

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| **Principles** | **Evidence provided:** |
| 1. Arrangements are in place to ensure faculty numbers are appropriate for the supervision & practice of procedural skills training
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| 1. Faculty have access to a full CPD programme to ensure faculty are appropriately trained to design, deliver and debrief SBE
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| 1. Subject experts and Faculty are reviewed to ensure they are delivering courses appropriate to their skills
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| 1. Faculty should attend on-going continuing professional development education in this field.
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| 1. Mentoring/support is provided for novice simulation faculty
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| 1. Arrangements are in place to ensure faculty receives feedback either informally or formally on a regular basis – e.g. peer observation of teaching/ debrief the debrief.
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| 1. Staff or patients are trained to undertake roles such as the embedded participant, standardized patient, or patient voice
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| 1. All faculty staff are supported to uphold professional standards and create a safe learning environment. using the basic assumption that all learners are attending with a desire to improve and have mutual respect for each other
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