## Appendix C: Annual Peer Review Summary Report Form

To be completed by the course peer reviewer and returned by email to the course lead

<table>
<thead>
<tr>
<th>Simulation Centre</th>
<th>SaIL Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>XX.XX.XXXX</td>
</tr>
<tr>
<td>Course title</td>
<td>XXXX</td>
</tr>
<tr>
<td>Course Lead</td>
<td>XX XXX</td>
</tr>
<tr>
<td>Group Size</td>
<td>12 Booked 9 present</td>
</tr>
<tr>
<td>Name(s) of Peer reviewer</td>
<td>XXXXXXXX</td>
</tr>
</tbody>
</table>

### Course Administration and Pre-Course Correspondence (See 1-2 QA Tool)

<table>
<thead>
<tr>
<th>Summary</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| - Pre reading, confirmation email  
- Registration, attendance, consent  
- Course runs to time | - Pre-reading sent out – XX document  
- Appropriate registration including consent, timetable and name labels  
- Possible confusion about course location |
| **Recommendations** | **Explore if incorrect email programme sent to delegates**  
**Consider including NTS pre-reading**  
**Ensure dates correct on all correspondence** |

### Faculty – Course pre-brief, faculty details and numbers (See 3, 7, 18 QA Tool)

<table>
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</table>
| - How many faculty members? - How many present at pre-brief?  
- How many attended teacher education workshops such as Train the Trainer?  
- Did any debrief the debrief take place? Themes of feedback to faculty? | - Thorough pre-brief before the course with all faculty present  
- Faculty: 4  
- Previously attended Train-the-trainer:4 |
| **Recommendations** | **Continue** |
**Participants: Participant details, orientation to course and environment plus physical and psychological safety (See 8-11 QA Tool)**

<table>
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</table>
| - Numbers and level  
- Interprofessional  
- Objectives  
- Course pre-brief  
- Environmental orientation  
- Psychological & physical safety  
- Professional integrity | - 12 candidates booked, 9 arrived on to the course. 1 candidate had to leave early prior to undertaking a simulation as a candidate.  
- Interprofessional course but could do with more doctors.  
- Clear pre-brief, environment orientation  
- Psychological safety maintained throughout the course | - Need to ensure candidates are appropriate to the course and is a mixed group of participants (i.e. not nurse heavy). |

**Scenarios and Debrief: Pre-brief, Scenario and Debrief (See 4-6 and 12-16 QA Tool)**

<table>
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</table>
| - Simulation modality & environment  
- Appropriateness of the scenarios for learners & their prior experience  
- Quality / content of briefing sheets – faculty and learners  
- Curriculum mapping  
- Quality and safety of debrief | - 4 well designed, appropriate scenarios linking in well with the course theme  
- Briefing sheets provided to learners and adequate information contained within a faculty pack  
- Course relevant to all attendees as this is a national drive and focus of the trust  
- Debriefs standardised by using the debrief diamond model. High quality debriefs with good learning points covering both technical and no-technical points.  
- All debriefs adhered to debrief diamond  
- Safe environment established and maintained | - Try to ensure participants are given space to respond to questions. Make use of silence.  
- Ensure the time for debriefing is maintained (not cut short) as this is a strong point for this course  
- Ensure application phase is covered |

**Course Governance and Evaluation (See 17, 19-21 QA Tool)**

| Course review undertaken?  
- Evaluation data reviewed  
- Curriculum mapping / Objectives reviewed | Overall Course Recommendations |
|----------------|-----------------|
| | | - Course review will be undertaken at the end of the pilot phase  
- Topic is curriculum specific | - Ensure dates on all course material are correct (i.e. timetable sent via email, presentation  
- Ensure each debrief has a application phase |