Simulation and Interactive Learning (SaIL) Centre

Peer Reviewer Training
Quality Assurance Process for South London Simulation Network

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Presentation Outline

- Outline of the Quality Assurance (QA) project for the South London Simulation Network
- Development of the QA process
- Peer Reviewers
  1. How to be a Peer Reviewer
  2. Role and Responsibilities
  3. Top Tips
Quality Assurance and HESL

- QA project part of the *Improving Patient Safety through Simulation and a Quality Assurance Cascade System* Health Education South London (HESL) bid 2014/15.

- Intended as a quality assurance process to enable us to learn from best simulation practices including:
  - Course delivery
  - Course design
  - Operational and Governance processes

- Designed to support the development of the SLSN

- A peer led review process

- Voluntary on part of both centres and peer reviewers
QA Process

Annual Peer Review Visit
Peer Observation of Course Delivery & Debrief

Annual Quality Assurance Return
Self-Report to local course board reviews & educational governance meetings

Biennial Quality Assurance Process
Self reported Returns Peer site visits
Development Process

Stage One: Literature Review

Stage Two: Development of QA Tool and Framework

Stage Three: Phase 1 - Piloting QA Tool through Peer Review Process

Stage Three: Phase 2 – Review of QA Tool and Framework
Integrate learning & the tool into broader course delivery & governance throughout SLSN

Stage Four: – Biennial reviews
Literature Review Results

- The review revealed a paucity in the literature of quality assurance mechanisms, methods or standards in relation to simulation training.
- There was a body of literature outlining the concept of ‘quality’
- A number of key texts & themes were identified and utilised for development of tool and framework

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<th>Simulation centre/programme</th>
<th>Course Design</th>
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<td>• Mission statement and governance</td>
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<td>• Financial accountability</td>
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<td>• Research activity &amp; faculty development</td>
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<td>• Scenario - learning needs analysis, curriculum mapping, standardised design, multi-professional faculty</td>
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What is the QA Tool?

• The “Annual Peer Reviewer Observation Form” is Appendix B in the QA Framework Document. It can be found on our website.

It’s main features are:

• It has 21 domains encompassing all aspects of a course
• Tick-box format
• Area to add notes or explanations
• For all types of courses (N.B not all aspects may be relevant)
• Data gathering tool rather than evaluative
How to complete the QA Annual Peer Observer Form

You should:

• Use the tool in paper format or electronic (laptop/tablet)
• Complete some data prior to the course e.g. pre course admin/emails etc
• Complete the rest on the day whilst observing the course
• Make extra notes if appropriate
• Email a completed Appendix B form along with Appendix D “Peer Review Summary Report” to the course lead within a few days of the visit.
What is the Peer Review Summary Report?

- This document is **Appendix C** in the QA Framework document. It can be found on our website.
- It is completed by the peer reviewer after their course visit.
- It summarises findings of the QA Peer Review visit under 5 main headings.
- It should be completed electronically and then emailed to the course lead a few days after the peer review visit has taken place.
After the course lead has received the reports...

• It is entirely up to the course lead on what they do with the feedback given by the peer reviewer

• The documents belong to that centre and they can do with it as they see fit

• Ideally both documents should be included in the course review and course governance meetings for each simulation centre

• The reports also form part of the “evidence” provided as part of the biennial QA process
How do I become a peer reviewer?

- This is a voluntary role which we aim to centralise through the SLSN website.

- Simulation centres throughout the network will volunteer courses that they would like to be peer reviewed.

- Peer review visits will be advertised via email through the network, on the SLSN website or centres own websites.

- The peer reviewer should volunteer and liaise with the relevant centre to attend on the required date.
Role and Responsibilities of Peer Reviewer

Prior to the visit you should:

1. Confirm with the relevant centre your attendance as a peer reviewer on the specified date
2. Ensure you receive pre-course information e.g. delegate email and faculty email prior to attending the course
3. Familiarise yourself with the pre course material, QA Tool and Summary Report Form prior to your visit
4. Print off the QA Tool to take with you or have your laptop/tablet ready for use on the day
Role and Responsibilities of Peer Reviewer

On the day of the course, you should:

1. Attend the faculty pre course briefing
2. Introduce yourself and explain your role as a peer reviewer
3. Emphasise the following – you are an observer, it is a voluntary process and peer-led
4. Arrange at least one “debrief of the brief” at a convenient point in the day
Role and Responsibilities of Peer Reviewer

At the end of the course, you should:

1. Attend the post course briefing and give any verbal feedback then
2. Give any “debrief of the debrief” feedback

A few days after the visit, you should:

1. Complete the QA Tool (Appendix B) and Summary Report (Appendix C) electronically and email to the course lead
Top Tips

• Remain as an observer
• Give feedback sensitively
• Feedback should be as suggestions rather than recommendations “Please consider…” rather than “You should…”
• Complete the QA Tool and Summary Report as soon as you can to avoid forgetting details
• Read over reports before you send with a critical eye to ensure feedback is fair, sensitive and appropriate. Ask yourself “How would I feel if I received this for my course?”
• Any major causes for concern – address to course lead or specific simulation centre’s director
FEEDBACK AND QUESTIONS

Email: www.simulation@gstt.nhs.uk
Website: http://sailcentres.kcl.ac.uk/