

# Simulation and Interactive Learning (SaIL) Centre

## Peer Reviewer Training Quality Assurance Process for South London Simulation Network

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# Presentation Outline

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- 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

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- 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

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# Development Process

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**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

<b>Simulation centre/programme</b>	<b>Course Design</b>	<b>Staff</b>
<ul style="list-style-type: none"> <li>•Mission statement and governance</li> <li>•Regular auditing &amp; reporting mechanisms</li> <li>•Financial accountability</li> <li>•Research activity &amp; faculty development</li> </ul>	<ul style="list-style-type: none"> <li>•Scenario - learning needs analysis, curriculum mapping, standardised design, multi-professional faculty</li> <li>•Feedback / questionnaires</li> <li>•Standardised documents</li> <li>•Training of standardised patients</li> <li>•Maintenance of AV equipment &amp; manikins</li> </ul>	<ul style="list-style-type: none"> <li>•Standards for technicians</li> <li>•Trainers / Faculty – expected standards, MSF, self-assess, peer assess</li> <li>•Participant / delegate trainer assessment</li> <li>•Appraisal &amp; faculty development</li> </ul>

# 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



## Appendix B: Annual Peer Reviewer Observation Form

### Quality Assurance in Simulation & Interactive Learning - Peer reviewer Observation Form

Course title: \_\_\_\_\_

Course lead: \_\_\_\_\_

Date of review: \_\_\_\_\_ Name of Peer reviewer: \_\_\_\_\_

1. Pre-course correspondence:	Yes	No	NA	Comments
<b>i) Reading:</b> Please indicate if the course has any pre-course reading materials. <i>(NB this is not essential)</i>				
<b>ii) Type of material:</b> - NTS/ CRM literature - Clinical literature (e.g. NICE standards, evidence based article)				
<b>iii) Notification email:</b> Please indicate if the course notification email includes: - Start and end times - A map of the venue - Information about refreshments - Other				



# How to complete the QA Annual Peer Observer Form

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## 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.



## Appendix C: Annual Peer Review Summary Report Form

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

Simulation Centre	
Date	
Course title	
Course Lead	
Group Size	
Name(s) of Peer reviewer	

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

Summary	
- Pre reading, confirmation email	
- Registration, attendance, consent	
- Course runs to time	
Recommendations	



## After the course lead has received the reports...

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- 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?

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- 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

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## 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

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**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 debrief” at a convenient point in the day



# Role and Responsibilities of Peer Reviewer

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**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

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- 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

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Email: [www.simulation@gstt.nhs.uk](mailto:www.simulation@gstt.nhs.uk)

Website: <http://sailcentres.kcl.ac.uk/>

