



**Quality Assurance and Standards Guidelines for
Simulation and Technology Enhanced Learning (TEL)**

October 2014

Introduction

The Department of Health published The National Framework for Technology Enhanced Learning in November 2011. In response the RCPCH has developed a national strategy on Simulation and Technology Enhanced Learning (TEL). The RCPCH believes that Simulation and Technology Enhanced Learning (TEL) will play an important role in future delivery and assessment of the paediatric training curriculum, at core and specialty levels.

The objective to ensure improved patient and family experience, safety and outcome will be achieved through delivery of an educationally coherent strategy.

The RCPCH advocates the curricular integration and delivery of Simulation and TEL in all schools of paediatrics.

This method of delivery will:

- Ensure equity of access to resources for all trainees.
- Promote multi-professional simulation-based education.
- Promote training and educational research among all paediatric sub-specialties that focus on caring for patients and their families.

This document is designed to be a tool to ensure that appropriate standards and quality assurance of simulation and TEL training are met.

It serves as a guide to support excellence in education and training of the multi-professional paediatric team and includes the following areas:

- Faculty
- Facilities and Resources
- Delivery of Training
- Accreditation of Faculty, Courses and Centres
- Provider Governance

*This document has been developed by the RCPCH Simulation and TEL Working Group, Please see the Reference list of documents which have helped support this document development.

Delivery of Training

Standards Area	Outcomes	Criteria	Evidence
Simulation activity eligibility, and participation	Maximise impact of education Course availability	Appropriate identification of target audience Emphasis on participation	Can provide data detailing courses offered and candidate attendance Multi-professional staff undertaking simulation
Simulation activity purpose	Courses should be targeted and relevant	Clear educational outcomes and learning objectives Learning and teaching is linked to delivery of curricula outcomes Core principles of patient safety and communication are incorporated	Learning outcomes are specified and documented Regular review of educational aims and objectives Evidence of mapping outcomes to curricula Evidence of patient safety and communication incorporated in learning outcomes
Simulation activity design	Appropriate design for conceptual learning Demonstration of standards of delivery	Simulation activity design – related to clinical practice Core learning objectives – providing standard delivery of sessions	Generic local/regional scenario template Faculty Resources Learner Resources
Simulation activity content	Simulation activity aligned with current evidence-based practice, skills, guidelines	Regular review of content, updating where necessary, in line with current guidelines	Provide training reviews, updates Regular training review
Educational material	Where appropriate, demonstration of available educational resources	Educational resources that are evidence based and meet learning objectives	Provision of relevant educational resources where necessary
Simulation activity evaluation	Assess the impact of education delivery on learner outcomes Demonstrate provision of high quality education	Training provider is able to provide evidence that processes are in place for obtaining training evaluation Evaluation of learning and teaching methods employed Standard of debriefing	Learner and Faculty feedback on simulation activity, and evidence of improvements made in practice Learner feedback forms and post session evaluation of learning and teaching delivery

Faculty

Standards area	Criteria	Evidence
Knowledge and Skills	Multi-professional faculty members and facilitators are experts in their specialist areas and/or simulation experts (as defined by local/regional criteria) to develop high quality training	The training provider is able to provide evidence of the educational attainment of all faculty Evidence of successful completion of local/regional simulation faculty training
Continuing Professional Development	Faculty members encouraged to attend on-going education in their educational field, keeping skills in line with current best practice	Each faculty member is responsible for maintaining their own development Education and specialist courses and conferences Personal Development Plans
Ongoing Evaluation	Formative and summative assessment of teaching skills, with ability to monitor facilitation	The training provider uses own internal mechanisms – personal development reviews and appraisals, feedback

Facilities and Resources

Standards area	Criteria	Evidence
Equipment	Equipment that is fit for purpose and well maintained Resources and equipment should be matched to educational outcomes	Records of equipment and maintenance schedules
Technical support staff	Staff that supports faculty in the delivery of simulation education	Technical staff in post
Location	Suitable space for scenario and debriefing, with environment fidelity appropriate for training needs	Appropriate learning environment which should not be in competition with service provision
Evaluation	Facility and resource standards should be monitored to improve standards	Evaluation sheets including suitability of environment

Accreditation of Faculty

Standards area	Criteria	Evidence
Completed faculty development training programme	Attended local or equivalent faculty training programme, or evidence of appropriate training as agreed by local simulation training group	Feedback from faculty development programme / programme sign-off as agreed by local simulation training group
Participation in simulation education delivery	Assisted on a minimum number of courses as determined by local simulation training group	Feedback from local simulation group as agreed, learner feedback
Continued personal and professional development	Regular teaching on simulation courses – minimum number determined locally	Demonstration of training activity, including feedback, maintenance of CPD, attendance at simulation conferences

Accreditation of Courses

Standards area	Criteria	Evidence
Faculty	Appropriately trained faculty – please see above	Course faculty list
Course Design	These include: Curriculum – clearly defined learning objectives Patient centred Evidence-based scenarios – with ability to include peer-review and scenario review	Scenario documentation – including shared scenarios Feedback – faculty and learner
Course facilitation: Equipment Debriefing	Please see facilities and resources, delivery of training and faculty (above sections) as per local simulation group	Feedback – faculty and learner
Evaluation	All courses should be evaluated and reviewed regularly Sharing of knowledge, faculty, documentation (including scenarios)	Feedback – faculty and learner Course evaluation – including patient safety, peer review Record of review – self review, peer review Evidence of educational governance – evaluation and implementation of faculty and learner feedback
Collaboration		Shared resources

Accreditation of Centres

Standards area	Criteria	Evidence
Faculty	<p>Locally determined faculty standards</p> <p>Access to expert advice – through simulation faculty, technical advice</p>	Faculty list: including contact information, simulation experience, and expert list
Course	<p>Accredited course and training programme to be delivered in appropriate training area (designated simulation centre/suite, “in situ” programme)</p> <p>Course accredited locally / regionally / nationally</p>	Record of accreditation – where appropriate
<p>Centre:</p> <p>Simulation group organisation</p> <p>Simulation plan</p> <p>Budget</p> <p>Equipment</p> <p>Appropriate stakeholders</p> <p>Centre policies</p> <p>Faculty Development policies</p>	Please see other sections in this document for more details	

Provider Governance

Standards area	Outcome	Criteria	Evidence
Equity and Participation	Wide access to simulation for all healthcare providers	Active engagement of staff at meetings	Documented participation at meetings
Provider Structure	Demonstrate clear lines of responsibility and accountability	Personnel Funding and budgets Policies, procedures Risk Management	Multi-professional faculty and leads Annual budget Accessible resources, including quality assurance Evidence of internal management and structures
Ethics	Commitment to highest ethical and professional standards Equity of access to facilities	Policy and guidance Open access to all healthcare providers with training requirements within the organisation	Open complaints policy Attendance lists, candidate information, multi-professional and inter-professional education
Future development	Seek to improve the quality of simulation provision	Strategy and schedule for organisational improvements	Documented changes at meetings, course review , personal development, record of how and when improvements made

References:

Quality Assurance Framework for Simulation Provision (Peninsula Region), Peninsula Simulation Network, NHS South of England, July 2012. Alex Mills, Cath Ward.

Accreditation of Education using Simulation Based Learning, Health Education North West, 2013.HE-NW Simulation Education Network

Quality Assurance of Clinical Skills and Simulation Training in NHS Yorkshire and Humber, May 2011. Clinical Skills Project Team.