

IN PRACTICE

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THE TRANSFORMATIVE IMPACT OF PEER REVIEW AFTER A TWO DAY 'TRAIN THE TRAINER IN EXPERIENTIAL LEARNING' MODULE

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Introduction: In response to the growing demand for effective training methodologies within healthcare settings [1], organisations are increasingly working with simulated patients (SPs). However, there exists a need for structured training programmes to ensure the proficiency of trainers in involving SPs in simulated-based education sessions. An established 14 hour Train the Trainer in Experiential Learning (TtTiEL) programme was reported to be effective in arming attendees with experiential learning facilitation skills, however data analysis revealed that peer support after TtTiEL is an essential component ensuring attendees actualise their acquired skills.

Methods: A peer review process mirroring all practical elements covered in TtTiEL was created. This was reviewed by both experienced and novice experiential learning

facilitators, by administering teams, and by a self-selected group of experienced and novice SPs. Early drafts were built on and piloted, with changes made, then retested. A total of 65 points are reviewed in the key areas of pre-session preparation, facilitation techniques, session management, co-facilitation, and debriefing strategies.

Results: The implementation of the TtTiEL programme coupled with peer review has resulted in notable advancements in participant proficiency, which leads to learner proficiency and safety, SP safety, and ultimately leads to improvements in patient care and safety. Peer review sessions provide essential feedback, enabling trainers to refine their skills and enhance the overall quality of experiential learning sessions. The pivotal role of peer review post TtTiEL optimises the effectiveness of experiential learning in healthcare education. By providing experiential learning facilitators with tailored feedback and opportunities for improvement after peer review one, they are then able to actualise the feedback and hone their skills, during the second peer review.

Discussion: The peer review process serves as a catalyst for quality enhancement and innovation. A key finding is that training trainers, does not stand alone, it is a dynamic process [2]. Organisations' attempts at budget control, by leaving out peer review post TtTiEL are counterproductive in creating safe, effective experiential learning facilitators. Peer-reviewing post TtTiEL represents a paradigm shift in experiential learning, with emphasis on continuous improvement aligning with the ASPIH standards of practice, making it a valuable asset for education deliverers. As healthcare landscapes evolve and we strive to meet the aims of the NHS workforce plan [3], the transformative approach of peer-reviewed experiential learning remains indispensable in shaping the future of patient-centred care.

Ethics statement: Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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