# APLS Recertification 7e candidate assessment

Expected levels of performance

Candidates are expected to demonstrate the knowledge and skills required to manage critically unwell, injured and arrested children.

Pre-course

Candidates must complete all the compulsory e-modules and confirm they have passed a paediatric BLS assessment within a year of the course date. Watching the skills videos is optional for candidates but recommended.

Candidates who do not achieve the pre-course requirements will not be able to progress to the face-to-face course as a provider. They may attend as an observer.

In-course

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| --- | --- |
| Grade | Skills and simulations in the role of team leader and follower |
| Meets course expectations  (safe) | Candidate’s performance is at the expected level for a provider and is safe. |
| Below course expectations  (not quite there yet) | Candidate has not yet demonstrated the expected level for a provider, and they require further support to reach the expected standard. |
| Concerns  (unsafe) | Red flag score where there are real concerns about a candidate’s performance.  This should be referred to the course director immediately after the station. The course director should then observe that candidate’s performance on the following simulation and assess if this remains a concern or whether they have observed an improvement in performance such that the candidate is safe. |
| Did not attend | Candidate missed this session |

Assessment grades: team leaders

As team leader the candidates are expected to achieve all of the specific key treatment points for the simulation that they are leading. In addition, global factors include the following pass/fail criteria are:

* ensures a structured ABCDE approach
* effective team leadership
* putting a plan into place
* escalation where appropriate
* a good SBAR

KTPs are marked in **bold** on the simulations. Additional non-bold key treatment points are for additional teaching and learning but not for assessment.

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| --- | --- |
| Grade | Focus on the patient |
| Meets course expectations  (safe) | The patient was safely cared for |
| Below course expectations  (not quite there yet) | Minor issues in the patient’s care meant that they wouldn't have improved e.g., ABCDE a bit muddled, delayed treatments such as oxygen, antibiotics etc |
| Concerns  (unsafe) | Global concerns in a number of aspects of the patient's care, team functioning, candidate’s knowledge base |
| Did not attend | Candidate missed this session |

Assessment grades: team members

As team members candidates are expected to

* Support the team leader, demonstrate followership.
* Carry out skills within their role.
* Engage in effective closed loop communication.
* Prioritise the care of the child.

Remedial teaching during the course

**Skills**

If a candidate scores either ‘not quite there yet’ or ‘concerns’ on defibrillation, then they should be offered the opportunity for further practice and assessment in an appropriate simulation. There are limited opportunities on a one-day course, so it is essential that this has been identified and discussed with the course director after the defibrillation skills station.

**Simulation: Team member**

If a candidate scores either ‘not quite there yet’ or ‘concerns’ as a Team member this must be fed back to them immediately after the simulation. This does not contribute towards their overall pass/fail grade but is described as ‘assessment for learning’.

**Simulation: Team leader**

As this is a recertification course there is no route for candidates to remediate simulations other than to redo a full 2-day APLS course. However, the course is continuously assessed and so if a candidate scores ‘not quite there yet’ or ‘concerns’ as a Team leader on their morning simulation then the ABCDE assessment and other generic treatment points such as fluid resuscitation or skills can be remediated in their second ‘different’ type of simulation in the afternoon. It is essential that this is identified and discussed at the lunchtime faculty meeting. See examples below:

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| --- |
| *A candidate forgets to put on oxygen when they are the team leader in a simulation. Although this is their only mistake, they have not achieved the key treatment points and, therefore, in that simulation they are ‘not quite there yet’. You note this on the candidate progress log. In the next simulation, where they are team leader, they put on oxygen and achieve that key treatment point. They have remediated their initial simulation. The outcome is recorded on their progress log.*  *NB: ABCDE assessment can be remediated during the reassessment post ROSC in a cardiac arrest simulation.* |

The afternoon simulations can be used to give a candidate the opportunity to prove they are a safe APLS provider and to reassure the faculty and course director if their morning simulation was ‘not quite there yet’ or ‘concerns’. Where possible course directors should observe these candidates to ensure consistency.

End of course outcomes

The outcome is based on:

* Assessed skills
* Demonstrating team leadership in 2 simulation types
* The pass/fail criteria are:
* ensures a structured ABCDE approach
* effective team leadership
* putting a plan into place
* escalation where appropriate
* a good SBAR.

As well as the key treatment points that are identified in bold within each simulation.

|  |
| --- |
| All scores = ‘meets’ **by the end of the course** = global assessment of ‘meets’ course expectations and passes the course. |
| **‘Did Not Attend’ on any stations** = must attend another APLS recertification or 2-day APLS course.  **One or more scores remaining of ‘not quite there yet’ after remedial teaching and/or review by two instructors** = global assessment of below course expectations and repeat full 2-day course. This can be either team leading a simulation or defibrillation. |
| **Any remaining scores of ‘concerns’** after remedial teaching and review by the director = global assessment of concern. In this situation the course director and faculty must consider whether the candidate’s performance raises concerns about patient safety. These must be submitted immediately using the form contained in the ‘[Guidance for managing a candidate whose performance raises serious concerns for patient safety](https://www.alsg.org/home/pluginfile.php/7941/mod_folder/content/0/3_Generic%20course%20materials%20and%20policies/Regulations%20-%20Managing%20a%20Candidate%20who%20raises%20serious%20concern_Oct24.docx?forcedownload=1)’**.** This situation is likely to be extremely rare and should be distinguished from a candidate’s mere failure either to pass or re-certify. It is possible to have some remaining scores of ‘concerns’ and receive an outcome of ‘redo whole course’ without invoking the ‘managing a candidate whose performance raises serious concerns for patient safety’ process. |

Re-sits following the course

There is no opportunity to re-sit any element of the APLS recertification course. Where candidates have one score remaining of ‘not quite there yet’ at the end of the course then they need to attend a full 2-day APLS course.

Instructor potential

At the faculty meeting, the course director should ask whether there are any candidates who have passed the course that the faculty would **not** support as having instructor potential. The course director should then mark on the candidate progress logs if the faculty support their self-nomination and if not document why. The criteria in the table below can be used for this discussion. This discussion and decision should not be discussed with the candidates.

| Criteria | **Description of what is required to fulfil the criteria** | **Hints on where to look for these** |
| --- | --- | --- |
| Communication Skills | During the course has demonstrated an ability to communicate with fellow candidates and instructors alike. | Questions asked and answered during lectures, participation during skill stations and scenarios. Manner of participation during debriefs |
| Enthusiasm for course | During the course has demonstrated support for the course approach. | Particularly during lectures, skill stations and scenarios but also in interactions with mentors or faculty. |
| Credible | Demonstrates a depth of understanding of course knowledge and has the opportunity to frequently apply the course skills. | Present job, level of training and also questions asked and answered and participation during the course. |
| Team member | During the course has demonstrated an ability to work well within a team. | Particularly during skill stations and scenarios. |
| Supportive | During the course has been supportive to fellow candidates and to the faculty. | Questions asked and answered by the candidate relative to other candidates. Awareness of their role and the potential impact they have in the group. Participation during debriefs. |