



Society for Simulation in Healthcare
ACCREDITATION

**Assessment
Accreditation Standards**

2026 Standards Revisions

Assessment Standards and Criteria

Accreditation in *Assessment* is limited to those Programs that demonstrate expertise in the development, implementation, and validation of summative simulation assessments. In this context, the *Assessment* activities are beyond that which is normally included as part of all healthcare simulation activities. Programs accredited in *Assessment* demonstrate their expertise through the use of trained assessors, valid and reliable tools, and consistent testing conditions.

Assessment leadership and assessors demonstrate competence in the art and science of human performance assessment.

Assessment tools may be:

- Obtained from a peer-reviewed journal
- Defined by professional societies, licensing bodies, or certification organizations
- Modified or created *de novo*.

The Four sections of the Assessment Standards are:

(1) Assessment Activities, (2) Design of Assessment Activities, (3) Qualified Assessors, and (4) Program Evaluation and Improvement.

1. ASSESSMENT ACTIVITIES

- a. The Simulation Program is committed to providing high-quality simulation assessment activities.
 - i. Describe and provide supporting documentation on how the Program links its assessment activities to the Program's mission, goals, and/or strategic planning.
 - ii. Describe the qualifications of the individual(s) that oversee these activities.
 - iii. Describe and provide supporting documentation of up to three (3) simulation assessment activities developed and/or adapted by the Program.
 - iv. Describe how the Program's physical space, chosen assessment simulation modalities, choice of assessors, and available technology are appropriate for the level of assessment provided.

2. DESIGN OF ASSESSMENT ACTIVITIES

- a. The Simulation Program designs simulation-based assessment activities that are evidence-based, engaging, and effective.
 - i. Describe how the Program determines the need for simulation-based assessment activities.
 - ii. Describe and provide supporting documentation on the process used to design and/or adapt simulation-based assessment activities.
 - iii. Describe and provide supporting documentation on the process used to develop and/or adapt simulation-based assessment instruments/tools.
 - iv. Describe and provide supporting documentation on the process to ensure that assessment instruments/tools are reliable and valid for the level of the learner being assessed.
 - v. Document: Provide a list of assessment activities (maximum 10).
 - vi. Document: Provide documentation for three Assessment activities Documentation should include a description of the activity, objectives, training materials for training the assessors, checklists, etc. (If the Program uses a variety of methodologies and/or assesses across different learner groups, please provide documentation demonstrating differing methodologies/learner groups.)
 - vii. Describe and provide supporting documentation on how participants are oriented to assessment activities.

viii. Describe the process used to ensure inter-rater reliability amongst assessors.

3. QUALIFIED ASSESSORS

- a. The Simulation Program has access to qualified assessors.
 - i. Describe how the most active assessors within the Program are qualified for their roles. Provide SSH Accreditation Bio-sketches for these assessors (Max of 5).
- b. The Simulation Program selects assessors to match the level of learner or activity.
 - i. Describe the process used to match the qualifications of the assigned assessors to the level of the learner or activity.
- c. The Simulation Program has a process to assure ongoing development and competence of its assessors at least annually.
 - i. Describe opportunities for assessors to engage in professional development that is specific to simulation.
 - ii. Describe and provide supporting documentation of the evaluation/feedback processes for simulation assessors.
- d. The Simulation Program has a process to ensure the orientation of those who participate in the delivery of assessment activities but are not competent simulationists.
 - i. Describe and provide supporting documentation for the elements included in the orientation process for those that participate in the delivery of assessment activities but are not competent simulationists.
 - ii. Describe and provide supporting documentation on how individuals are chosen to assess and provide feedback to the assessors.

4. PROGRAM EVALUATION AND IMPROVEMENT

- a. The Simulation Program has mechanisms in place to evaluate, review and update assessment activities at least annually.
 - i. Describe how assessment activities are evaluated routinely using a standardized, systematic method.
 - ii. Document: Provide supporting documentation of the evaluations of assessment activities (at least 3, maximum 5) over the past 24 months. Documentation should demonstrate changes that were made based on the review process.