

Northern Ireland Practice and Education Council for Nursing and Midwifery

Quality Assurance Framework for DHSSPS Commissioned Practice Development and Education Programmes (Non NMC Registered or Recorded) Non-NMC Monitoring

Provider	Queens University of Belfast
Title of activity	Nursing Care of the Critically Ill Child
Date of Meeting	2 nd July 2013
Name of NIPEC Representative/s	Cathy McCusker, Frances Cannon
Other participants	QUB Teaching Staff: Dr Kevin Gormley, Ms Pauline Carson, Ms Doris Corkin, Mr Wesley Sterling.
Students	Jennifer Rouse, Nicky Cluskey, Sarah May, Kate Grimes
Managers	Maeve McCorley, Katie Dowdie & Yvonne Devaney

Summary of activity – This is a Short course comprising of 3 modules, 2 modules undertaken in semester one and one in semester 2, each module is worth 20 credits at Level 3 (60 credits).

Module Titles:

- Physiology: Homeostasis in Acute and Critical Health Care,
- Practice to Theory
- Care of the critically ill child.

This short course is intended to enable registered nurses to extend and develop their knowledge, skills and attitudes towards achieving evidence based standards for the care of the highly dependent/critically ill child, young person and their family. The short course was first delivered 4 years ago.

	Criteria	Comments	Met/ Partially met/ Unmet
1	The documentation supporting the activity provides the required detail to enable all stakeholders to understand the intended outcomes	Comprehensive and up to date documentation was provided that gave an excellent account of the overall aim and the intended learning outcomes, assignment guidance was also available. Students stated that they had access to sufficient information prior to the course and were given handbooks with all necessary details at the beginning of each module. Some of the students did report that they initially were unclear regarding the aim and purpose of the Practice to Theory module, and it was only after completion of the module that they recognised the importance of its content. This is recognised by the module lead and a plan of action has been agreed to address this issue to ensure clarity of purpose from the outset.	Met
2	A systematic approach to the design of the activity is used, based on the identified need of the service providers	This is a well-designed programme based on 'up-to-date' evidence. Service providers are included in the course committee which reviews and monitors the course, in addition regular meetings are held with Managers and it is clear that the course is reviewed and updated to meet the needs of service and in light of feedback from service managers and students. It is recognised that the course can only undergo minor changes without the need for a full curriculum review- which is planned in the future.	Met
3	The planning process of activity involves people with relevant expertise and demonstrates partnership working	There is a complement of relevant expertise involved in the planning process and in design and delivery of the programme.	Met
4	There is a clear description of the overall aim and the learning outcomes	The content of this course is extensive and there is a clear description of the overall aims and the learning outcomes which reflects the course content.	Met

	Benchmarking Principles	Comments	Met/ Partially met/Unmet
5	A clear relationship is demonstrated between the learning outcomes of the activity and the potential to change practice and improve the safety and quality of the delivery of the patient and client care, including the patient experience	<p>This short course is intended to enable registered nurses to extend and develop their knowledge, skills and attitudes towards achieving evidence based standards for the care of the highly dependent/critically ill child, young person and their family. The students gave many examples of how the short course has improved the safety and quality of client care. It was recognised that implementation by service side of a learning agreement could enhance this process further.</p> <p>The module leads, course tutors, students and managers, however this was not explicitly referenced as a learning outcome in the programme content.</p>	Met
6	Organisational processes are in place to enable lay and service user perspectives to inform the design and delivery of the activity where relevant	<p>There is input into the course from a service user and carer. They have made a very valuable contribution in terms of their lived experience.</p>	Met
7	The activity is delivered using appropriate methodologies and is supported by adequate resources	<p>There is a blend of learning activities including classroom based lectures, discussion groups, tutorials, self directed learning, e-learning, practical workshops and simulated opportunities. Students commented that they would value some more scenario-based learning to support their practical sessions in the third module. They would also value inclusion of c-pap and bi-pap within the session on caring for the ventilated patient. The course tutors have plans in place to make these revisions.</p> <p>The e-learning component of the programme was thought by the students to be “just right”.</p>	partially met – as still evolving
8	Quality assurance systems and processes are robust, involving all relevant stakeholders, and demonstrate that the activity has met the required criteria	The University provided documentary evidence of its robust internal QA process. On the day of monitoring the Acting Director of Education gave an account of the Internal QA process to substantiate the documentation provided.	Met

SUMMARY OF MONITORING ACTIVITY –

Firstly. The programme leads are to be commended for the quality of the information submitted as documentary evidence to support the monitoring process.

In summary this is well-managed, well-evaluated short course which is highly valued by managers and by students alike; all felt that the course was very relevant to their practice. It is evident that the module leads regularly review the course content, to ensure it meets the needs of service and to ensure updated evidence based information is available and appropriate for this learning activity. The course leads have several minor areas within the short course under review in light of a recent meeting with service managers. This will enhance the programme content, and NIPEC supports this approach.

MATTERS FOR ACTION

The following matters are identified as suggestions for the university to address:

- **Students and modules leads did articulate how record keeping is addressed within the three modules- it would be NIPEC's view that this should be included as a specific learning outcome thus reflecting that this important topic is covered within the course content.**
- **Consideration should be given to some more scenario-based learning to support participants practical sessions in the third module**

NIPEC Representatives Signature



Cathy McCusker
Senior Professional Officer

Frances Cannon
Senior Professional Officer

Date of Report: 25 July 2013