

# **Standard Operation Procedure for Quality Assurance of Post Registration Specialist Education in Paediatric Critical Care Units**

## **Background**

The Paediatric Critical Care nursing workforce requires specialist post registration education to enable delivery of safe, quality care. Historically, education programmes have been quality assured by Higher Education Institutes (HEIs). In the current financial climate, this Quality Assurance process is becoming unaffordable. The challenge for Paediatric Critical Care Educators is to deliver robust, standardised, quality assured education for all nurses, from registered new starters to experienced staff, cost effectively. The Paediatric Intensive Care Society - Educators Group (PICS-E) have developed standards for orientation programmes for nurses, and for Level 3 Paediatric Critical Care Unit specialist education programmes. The Royal College of Paediatrics and Child Health (2014), have published guidance for care in level 2 Paediatric Critical Care unit, with an associated Skills Passport. From 2017, PIC Institution programme leaders are able to apply for course validation for Level 3 critical specialist courses from the Paediatric Intensive Care Society (PICS). Education programmes validated by PICS are quality assured by members of the PICS-E Quality Assurers Group (PICSEQA), ensuring that the highest standards of education are delivered cost effectively.

## **Programme Validation**

Programme leaders may apply to PICS for validation of Paediatric Critical Care (level 3) modules and courses. The process of validation will ensure that courses meet the published standard. The application form for course validation is available to download from the PICS website. Programmes that meet the required standards will be recorded on the PICS website, and programme literature will be stored securely on the site. Teaching standards will be assessed using peer review. External Quality Assurers to the applicant institution, will review the programme assessment processes every five years minimum, or more frequently if there is change to the programme.

## **Programme Content**

The EQA group are responsible for ensuring Paediatric Critical Care education programmes:

- Meet the relevant PICS standards (for Nurse Orientation/Foundation Programmes or Specialist Nurse Education Programmes)
- Are mapped against Bloom's Reviewed Taxonomy of Learning Domains (Anderson et al, 2001)
- Comply with the Quality Standards within the Health Education England (HEE) Quality Framework 2016/17
- Comply with the HEE Quality Strategy 2016 – 2020
- Meet the standards of the Higher Education Academy UK Professional Framework for Teaching and Supporting Learning in Higher Education

## **External Quality Assurers (EQA) Group**

Group members are Paediatric Critical Care registered practitioners, who are members of PICS and who are active members of the PICS-E group. Group members will have experience of planning, facilitating and evaluating and reporting on education programmes, and working in an education role.

## **Appointment to the External Quality Assurers Group**

Educators wishing to join the EQA Group should complete the application form found on the PICS website, and forward this to the PICS-E group, via [picseqa@gmail.com](mailto:picseqa@gmail.com).

## **Roles and Responsibilities of External Quality Assurers**

The EQA will:

- Be a member of PICS
- Be an active member of PICS-E
- Attend 75% of scheduled meetings (PICS-E and EQA Group) per 2 years.
- Commit to quality assuring at least one external education programme per year
- Compile and share EQA reports with the local Paediatric Critical Care Programme Leader and the EQA group
- Collaborate with EQAs and Programme Leaders to ensure all validated programmes are peer reviewed for each and quality assured every five years, minimum or more often if there is a change to the programme.

## **External Quality Assurance Process**

Paediatric Critical Care Programme Leaders are required to submit module/course programmes to the EQA group. With the programme leader, the EQA group will map and timetable peer review and assessment dates, allocating an EQA member to quality assure the assessment process for each education programme every five years (minimum). The EQA representative will be known as the **Peer Reviewer**.

The Peer reviewer will give feedback via the Peer Observation forms and advice on equity, but can not enforce grade changes. If a conflict of opinion can not be resolved the issue should be escalated to the EQA group.

### **Peer review of assessment:**

**Viva/ OSCE/ Poster presentation:** The Peer Reviewer will attend and observe the assessment process for 25% of the co-hort of learners if there are more than 10 students. If there are less than 10 students then 50% of the co-hort spread should be peer reviewed, with a minimum number of assessments per co-hort of five. The role of the Peer Reviewer is to ensure that the standardised assessment and marking criteria is used fairly and appropriately for all learners by the assessors. The Peer Reviewer role is not to assess the learner, but assure fairness.

The Peer Reviewer can be present for the assessment or assessment can be recorded. If present, the reviewer should be introduced to the learner, and the reason for their presence known. The reviewer should be positioned so as not to distract the learner during the assessment.

The programme leader should forward copies of feedback given to the learners within two weeks of the assessment date. The Peer Reviewer will complete a programme report and forward this to the programme leader and the EQA group.

**Essays/written work:** The Peer Reviewer will review 25% of scripts and feedback, if there are more than 10 students or 50% if the group is of less than 10, with a minimum number of 5. The Peer Reviewer will complete a programme report and forward this to the programme leader and the EQA group.

**Assessment attempts:** Students will be entitled to two attempts, in line with HEE institutions.

**Benchmark Outcomes:** a minimum 75% of any co-hort should pass the course.

If an individual does not meet the criteria for a pass after two attempts, management of individuals will be the responsibility of the employer, through local policy. Circumstances for non-completion will be managed through local policy. There shall be no claim against a course provider or the Paediatric Intensive Care Society.

### **Key Performance Indicators**

The EQA group will report to PICS council via a Nurse Representative.

EQAs should attend 75% of scheduled meetings (PICS-E and EQA Group) per 2 years.

### **Expenses**

The role of Peer Reviewer will be voluntary, with governance provided through PICS. Any expenses incurred through travel will be claimed through the individual's own organisation. Services between each centre will be reciprocated.

### **Fees**

The cost of registering a course for validation with PICS is £100 per course per organisation, renewable every five years. This is to cover website and server storage space, and any administration expenses incurred. This is in addition to the requirement for individuals to be PICS members.

### **Initial External Quality Assurers and plan originators:**

Yvonne Heward, Birmingham and Nurse/AHP Vice President PICS Council

Nikki Kidd, Birmingham PICS-E co-chair

Joanna Durham, Birmingham PICS-E co-chair

Andrea Macarthur, Manchester PICS-E member

Carli Whittaker, Nottingham Nurse Representative PICS Council

Beverley Cejer, Bristol PICS-E member

**Contact details available on the PICS Website or via [picseqa@gmail.com](mailto:picseqa@gmail.com)**

### Checklist of papers and forms:

1 SOP for Quality Assurance	V1.1	31/05/2017
2 PICS Standard for Specialist Training Programme	V3.1	31/05/2017
3 PCC Specialist qualification module template	V1.1	31/05/2017
4 Equity Impact Assessment	V1.1	31/05/2017
5 Learner application form and contract	V1.1	31/05/2017
6 Application for EQA membership	V1.1	31/05/2017
7 Peer Observation of teaching	V1.1	31/05/2017
8 EQA Peer Review of Assessment and report template	V1.1	31/05/2017
9 Learner Module evaluation form	V1.1	31/05/2017
10 Baseline Marking criteria	V1.1	31/05/2017
11 Module Leader annual report form	V1.1	31/05/2017
12 Costings template sample for information only	V1.1	31/05/2017
13 Certificate of completion – for course leader distribution only. Only distribute as a PDF or hard copy to prevent fraudulent use.	V1.1	31/05/2017

### References

Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rathe, J., Wittrock, M.C., (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon

Health Education England (2016) *HEE Quality Framework 2016/ 17*. Retrieved 11<sup>th</sup> November, 2016 from [https://hee.nhs.uk/sites/default/files/documents/HEE\\_J000584\\_QualityFramework\\_FINAL\\_WEB.pdf](https://hee.nhs.uk/sites/default/files/documents/HEE_J000584_QualityFramework_FINAL_WEB.pdf)

Health Education England (2016) *HEE Quality Strategy 2016 – 2020*. Retrieved 11<sup>th</sup> November 2016 from [http://www.hee.nhs.uk/sites/default/files/documents/HEE\\_J000584\\_QualityStrategy\\_FINAL\\_WEB.pdf](http://www.hee.nhs.uk/sites/default/files/documents/HEE_J000584_QualityStrategy_FINAL_WEB.pdf)

The Higher Education Academy (2011) *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*. Retrieved 11<sup>th</sup> November 2016 from [https://www.heacademy.ac.uk/system/files/downloads/ukpsf\\_2011\\_english.pdf](https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf)