

STANDARDS FOR EDUCATION IN PAEDIATRIC CRITICAL CARE LEVEL 1 AND 2 SPECIALIST NURSING

Background

These Standards are additional to Care of Critically Ill Children (Paediatric Intensive Care Society, 2015) and relate directly to the recommendations for nationally consistent Level 1 & 2 Paediatric Critical Care Unit specialist nurse education (Paediatric Intensive Care Society UK – Nurse Educators Subgroup (PICS-E), 2015). The standards are written in line with the Time to Move on document (RCPCH, 2014) and permission has been granted to utilise this work.

When used for self-assessment or peer review, the Standards in this section should be reviewed for each area that is separately managed or staffed.

The learning environment and culture meets the learner’s needs and ensures they have experience relevant to meet the standard. Multi-professional learning should be encouraged.

Measuring compliance coding (PICS, 2015)

BI	Background information for the review team
Visit	Visiting facilities
MP&S	Meeting patients, carers and staff
CNR	Case note review or clinical observation
Doc	Documentation may be in the form of a website or other social media

Ref.	QUALITY STANDARD					
LEARNING OUTCOMES						
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ENTRY REQUIREMENTS						
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PROGRAMME STRUCTURE

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	<p>Surgical care</p> <ul style="list-style-type: none"> • Specific care relating to children post laparotomy • Specific care relating to children following thoracotomy • Pre and post-operative management of neurosurgical children • Complex orthopaedic surgery <p>Gastrointestinal surgical aspects included in the gastrointestinal section.</p>					
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TEACHING AND LEARNING STRATEGIES

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Curricula and programmes are developed and implemented so that learners are enabled to demonstrate and achieve the learning outcomes required for course completion and professional standards. The content should be responsive to changes in treatments, technologies and care delivery models and are reflective of strategic transformation plans across health and care systems. The providers and learners should proactively engage with patients, service users, carers, citizens to shape curricula, assessments and course content to support an ethos of patient partnership within the learning environment (DH, 2013; HEE Quality Framework 2016/2017; NHS HEE).

A range of teaching & learning strategies is encouraged to meet varying learning needs. Teaching & Learning strategies must reflect current clinical practice, be realistic and emphasise reflection upon and learning from the practice environment.

Module leaders should hold or be working towards a qualification in education which should allow the module leader to register as a Nurse Teacher with the Nursing Midwifery Council (NMC). Education qualifications gained prior to publication of these standards are acceptable. Educators should receive institutional support, resources and time to meet their educational and research responsibilities (HEE Quality Framework 2016/2017, NHS HEE).

Organisations must be supportive to facilitate modules and students to attend learning events. This enables the right care to be provided to patients by those with the right knowledge and skills and evidenced based knowledge which underpins safety and high-quality care.

Clinical Exposure

Most active learning will be in the clinical environment. This should be in the home Ward area where critical care level 1 or 2 exposure is available or through visits or placements at the discretion of the home manager, depending on the specialities offered in the home unit and the individual learning needs.

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<p>EVALUATION OF THE PROGRAMMES</p>						
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GOVERNANCE

QUALITY ASSURANCE

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Once approved a course should be reappraised every five years or more frequently if required. Please see partner document Standard Operating Procedure for Quality Assurance of Post Registration Education in Paediatric Critical Care Units

DOCUMENTS

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All course validation and documentation are housed on the PICS website for members only. There is sharing agreement between all centres. Intellectual Property (IP) would be owned by the local organisations.

Institutions are encouraged to house their documents on the PICS website for sharing with other centres.

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
- Department of Health (2013) *Education Outcomes Framework* Retrieved 10th November 2013 from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175546/Education_outcomes_framework.pdf
- Health Education England (2016) *HEE Quality Framework 2016/ 17*. Retrieved 18th November, 2016 from https://hee.nhs.uk/sites/default/files/documents/HEE_J000584_QualityFramework_FINAL_WEB.pdf
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- The Higher Education Academy (2011) *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*. Retrieved 11th November 2016 from https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf
- Paediatric Intensive Care Society (2015) *Quality Standards for the Care of Critically Ill Children*. PICS, London
- Royal College of Paediatrics and Child Health (2014) High dependency care for Children – *Time To Move On*. Retrieved 20th August 2017 from <http://www.rcpch.ac.uk/high-dependency-care>