



**In-House Teaching Activities
Quality Assurance Process
Self-Assessment Tool**

October 2013

1.0 INTRODUCTION

- 1.1 To ensure high quality, safe and effective person-centred care, the five Health & Social Care (HSC) Trusts access a range of Nursing and Midwifery Council (NMC) approved and non NMC approved education activities from a variety of education providers. In the main, these activities are commissioned by the Department of Health, Social Services and Public Safety (DHSSPS) Education Commissioning Group, through the education commissioning process, and are delivered in Northern Ireland by a range of education providers.
- 1.2 The Education Commissioning Group and the HSC Trust's require assurances that the education and development activities meet their requirements, provide value for money and are of a high standard. NMC commissioned programmes are characteristically quality-assured, through the NMC quality assurance monitoring process. With regard to non NMC approved programmes, each education provider is expected to have in place an internal quality assurance mechanism. Additionally, the Northern Ireland Practice Education Council (NIPEC) is tasked by the DHSSPS with the process for ensuring the quality assurance of non NMC registered or recorded commissioned activities. Each year NIPEC, on behalf of the DHSSPS, quality assures a sample of non NMC registered or recorded commissioned programmes. To find out more about the Quality Assurance process, follow the link:
http://www.nipec.hscni.net/cw_qadhsspscommissionedactivity.htm
- 1.3 To meet the needs of service, HSC Trusts also access in-house teaching activities. For the purpose of this paper, in-house is defined as a teaching activity led within a Trust by a nurse or midwife. These activities range from short, one-or-two hour sessions to half-day programmes, which primarily focus on changing practice and improving the safety and quality of the delivery of patient and client care, including the patient experience.
- 1.4 To date, in-house teaching activities have not been customarily subjected to a regionally agreed quality assurance process, and the standard applied to the design, delivery and evaluation of an activity is dependent on the registrant delivering the programme. To assist in this process, a self-assessment tool has been designed, with a particular focus on the contribution of in-house education and development activities. The tool should be used by those nurses and midwives planning or delivering an educational activity within a Trust, to ensure that the activity meets an agreed standard.

2.0 The Self-Assessment Tool

- 2.1 The self-assessment tool (Appendix 1) guides the nurse or midwife planning to deliver a teaching activity, through a number of criteria. It requires the programme lead to self-assess his/her practice against the standard criteria. Any criteria that cannot be met through the application of the self-assessment tool must be recorded and addressed by the nurse or midwife.
- 2.2 Through application of the criteria contained within the self-assessment tool, the nurses or midwives providing in-house teaching activities will be able to offer assurances that planned educational activities meet the agreed standards, from the planning stage through to delivery, assessment, evaluation and follow-up.
- 2.2 Eight standard criteria have been agreed to inform the self-assessment process and help the nurse or midwife to ensure a systematic approach to the design, delivery and evaluation of the in-house teaching activity. The criteria are supported by a range of questions to prompt the nurse/midwife to consider how the planned activity meets the standard criteria. The nurse/midwife should gather information to provide evidence as to how the activity meets the standard criteria and the self-assessment tool gives examples of what that evidence might look like for each criterion.

The criteria are presented as good practice statements, and address:

- the need for transparency of the nurse/midwife's intentions
- links with improving patient and client care
- the requirements to make best use of partnership working.

2.3 The standard criteria are:

1. There is a clear rationale for the development of the in-house teaching activity.
2. The information in relation to the teaching activity should clearly state the aim and learning outcomes, and the target audience.
3. The teaching activity should include clear, explicit learning outcomes linked to the aim of the activity.
4. The lesson plan and teaching activity content reflect the learning outcomes.
5. There is an evidence base for the activity.
6. Service users/carers information has informed the educational activity .
7. There is access to adequate resources.
8. Assessment and evaluation processes are in place and there is an agreed process in place to address evaluation feedback.

STANDARD CRITERIA FOR IN-HOUSE TEACHING ACTIVITY - DEVELOPMENT AND DELIVERY
Self-Assessment Tool

Appendix 1

Standard Criteria	Questions (Proposed “lead” should use these questions to self assess against the standard criteria)	Examples of Evidence:	Does the Teaching Activity meet Criteria YES / NO If No, record how the issue will be addressed
<p>1. There is a clear rationale for development of the teaching activity.</p>	<ul style="list-style-type: none"> • Is there a clear rationale for development and delivery of the teaching activity? • Is there a clear objective outlining the benefit to patient/client/organisation? • Is any other education provider delivering the same, or similar, education activity? • Is there a need for a teaching planning group with relevant stakeholders? • Is there evidence of assessment and evaluation strategies to be used? 	<ul style="list-style-type: none"> ➤ records/minutes/notes of a meeting or discussions identifying need for the teaching activity ➤ records /notes /minutes of teaching activity planning group - meeting where the aim, learning outcomes, content, assessment and evaluation strategies are discussed and agreed ➤ evidence that CEC/HEI (as appropriate) has been considered as teaching provider in discussions from minutes/notes ➤ to ensure consistency of programme content, collaborate with other education providers. 	<p align="center">YES / NO</p>
<p>2. The teaching activity information should clearly state the aim and learning outcomes and target audience.</p>	<ul style="list-style-type: none"> • Does the information available to the key stakeholders state the aim and learning outcomes of the activity? • Does the teaching activity information state who the target audience is? 	<ul style="list-style-type: none"> ➤ flyers/posters regarding the teaching activity, available for all interested stakeholders, and clearly outlining, the aim and learning outcome of the teaching activity and the target audience 	<p align="center">YES / NO</p>

Standard Criteria	Questions (Proposed “lead” should use these questions to self assess against the standard criteria)	Examples of Evidence:	Does the Teaching Activity meet Criteria YES / NO If No, record how the issue will be addressed
3. The teaching activity should include clear, explicit learning outcomes linked to the aim of the teaching activity.	<ul style="list-style-type: none"> • Is there a clear relationship between the learning outcomes, and the potential to change practice, improve the safety and quality of patient care delivery, and include a positive patient experience? • Are the learning outcomes clear and explicit and linked to the aim of the activity? • Have you considered the participants' personal learning objectives? • Have you considered programme flexibility to meet the participants' desired learning outcomes? 	<ul style="list-style-type: none"> ➤ evidence, where required, that advice and or guidance is sought from an education provider in regard to design and development of teaching activity ➤ flyers/posters/presentation/slides/ hand-outs which clearly outline the learning outcomes ➤ evidence that the participants' learning objectives for the teaching activity have been considered, e.g. a completed <i>Participants' Personal Learning Objectives</i> exercise. 	<p style="text-align: center;">YES / NO</p>
4. Lesson plan and teaching activity content must reflect the learning outcomes	<ul style="list-style-type: none"> • Does the lesson plan reflect the learning outcomes? • Does the lesson plan allow for creativity in teaching delivery? 	<ul style="list-style-type: none"> ➤ lesson plan for the teaching activity ➤ lesson plan/presentation/hand-outs can be mapped against the learning outcomes. 	<p style="text-align: center;">YES / NO</p>
5. Evidence base for teaching activity, e.g. (a) NICE, GAIN, NMC. (b) Policy/Strategy documents (c) Teacher expertise (d) Reference list to support the teaching activity.	<ul style="list-style-type: none"> • Is the content linked to current evidence base, for example NICE, GAIN, NMC, strategic documents DHSSPS/NI. • Does the teacher have relevant expertise and knowledge on the subject area? 	<ul style="list-style-type: none"> ➤ presentation slides ➤ hand-outs ➤ expertise of the teacher ➤ details of evidence base should be contained in the reference list ➤ reference list ➤ hand-outs/online resource 	<p style="text-align: center;">YES / NO</p>

Standard Criteria	Questions (Proposed “lead” should use these questions to self assess against the standard criteria)	Examples of Evidence:	Does the Teaching Activity meet Criteria YES / NO If No, record how the issue will be addressed
6. Service users/carers are involved in planning process and delivery of the teaching activity, where relevant.	<ul style="list-style-type: none"> • Is user/carer involvement appropriate/applicable? • Have you considered the use of user/care information to inform teaching activity? 	<ul style="list-style-type: none"> ➤ minutes/notes of the planning meeting identifying that service user/carer involvement has been considered ➤ evidence that service users/carers deliver into the teaching activity if appropriate. ➤ User/carer information used in the teaching activity, i.e. user/carer stories with permission/anonymised. 	<p style="text-align: center;">YES / NO</p>
7. There is access to adequate Resources, e.g. room, equipment, outside speaker.	<ul style="list-style-type: none"> • Is there access to resources, e.g. room, equipment, outside speaker? 	<ul style="list-style-type: none"> ➤ room bookings ➤ equipment booking/flip charts ➤ delivery mode. 	<p style="text-align: center;">YES / NO</p>
8. An assessment and evaluation process/approach is in place.	<ul style="list-style-type: none"> • What assessment processes are in place (e.g. competency assessment, questioning etc.) to assess learning? • Has each session been evaluated? • Do the outputs of the evaluation feed back into the review of the educational activity? • What steps will be taken if there is a failed assessment? • If there is an issue raised are there processes to manage this? • There is a record of attendance for each teaching activity? • Are storage arrangements available of programme activity, attendance, assessments and evaluations? 	<ul style="list-style-type: none"> ➤ record of minutes/notes to evidence that the assessment and evaluations have been discussed with the teaching activity planning group ➤ completed assessments and evaluations ➤ planned follow-up on failed assessments ➤ notes of meetings if issues are raised by participants ➤ show evidence of changes to teaching activity ➤ a changed lesson plan ➤ evidence of teaching activity, attendance/recording mechanism. 	<p style="text-align: center;">YES / NO</p>

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This document can be downloaded from the
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October 2013