EXTERNAL REVIEW REPORT OF NEW PROGRAMMES
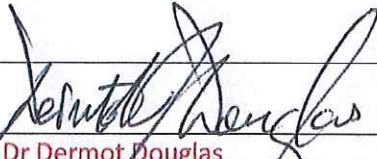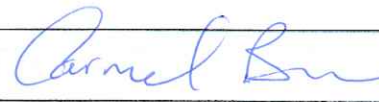
1.	Title of Programme:	Certificate in eHealth						
2.	School / Centre:	Mayo Campus						
3.	Duration:	1 semester						
4.	NFQ Level:	8						
5.	Type of Review:	New Programme:		Yes:	X	No:		
		Differential Validation:		Yes:		No:		
6.	Date of Review:	25th May 2016						
7.	Delivery Mode:	Full-time		Part-time	X		Blended	
8.	Panel Members:	Dr Dermot Douglas (Chair) Dr Mary McSkeane (Dundalk IT) Rita Melia (Early Childhood Ireland) Carmel Brennan (Secretary)						
9.	Proposing Staff:	Dr Deirdre Garvey Mr Justin Kerr Mr Brian Mulhern Dr Carmel Heaney						
10	Programme Rationale:	The rationale for this programme has a number of different strands: the current 'state of the art' of health care technologies, government initiatives (both national and international) in relation to health care reform, patient demands for a more open health care environment, and a gradual coming to terms with the integration of technology into virtually all areas of life. It is clear that clinicians and health care operational management need to have an awareness of the technologies involved in eHealth, and their advantages and limitations in providing appropriate solutions. In addition, clinicians will be at the coalface in ensuring that the solutions work; a buy-in from the outset is paramount if the strategy is to succeed.						
11.	Potential Demand for Entry:	This programme is aimed at the continuing professional development (CPD) market. An initial intake of 24 students is envisaged, and a marketing plan has been developed to realise this.						
12.	Stakeholder Engagement:	The programme design team consulted with an affiliate of the Irish Computer Society, the Health Informatics Society of Ireland (HISI) and its member group, the HISI Nursing & Midwifery group, who provide a bridge between health professionals interested in computing and computing professionals interested in the						

application of computing to health care, while supporting the new professionals of health care informatics.

Initial feedback from HISI in relation to the proposed programme has been positive. The recommendation is that a programme directed at clinicians should focus on patient data and data governance rather than on the "nuts and bolts" of the technologies used to collect data; patient outcomes are most important.

The collaboration with the ICS/HISI is a strategically important link mainly because of its experience in developing technology related CPD programmes for healthcare, but also because of its access to eHealth Ireland, and CCIO groups who are primarily responsible for the stewardship and governance of the overall eHealth Ireland strategy.

At a local level, there have been expressions of interest from HSE West (Centre for Nursing and Midwifery Education) and the Galway Clinic in supporting the development of the programme.

To determine the level of knowledge/awareness in relation to the national eHealth initiative, and information technology usage and abilities in health care environments in general, a survey of decision makers across a broad spectrum of health care settings was conducted. The online questionnaire was directed toward primary care centre managers, directors of nursing, senior clinicians, and clinical education providers in the Mayo, Galway and Roscommon area. Of the 25 candidates targeted, 40% (10) responded. The survey yielded positive results in relation to the need and demand for this programme.

13.	Graduate Demand:	As the programme is directed toward the CPD market, it is expected that graduates will be in a position to play an active part in supporting the introduction of eHealth projects in their current working environments. Furthermore, graduates will be able to identify areas and systems within the health care environment where eHealth solutions could be successfully applied. The programme does not preclude suitably qualified candidates from taking the programme who may not be currently in employment. In this instance graduates should expect a significant increase in their employment potential.
14.	Entry Requirements:	Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time.

		This special purpose award is aimed at NFQ Level 7 and 8 or equivalent, qualified clinicians, allied health professionals and administrative staff in health care environments.
		Recognition of Prior Learning (RPL) can be used as a means to gain entry to the programme, or gain exemptions in accordance with Code of Practice No. 6 (Policy and Procedures for the Recognition of Prior Learning). Prior learning can be certified or experiential, and will be assessed in accordance with the code.
15.	Programme Structure:	This programme consists of two 5 credit modules which will be delivered in one semester.
16.	Module syllabi:	The key elements of the eHealth strategy are embedded in the two modules. The 5 credit *eHealth Strategy and Data* module introduces the eHealth strategy for Ireland, in the context of the EU and global eHealth strategies. The module goes on to deal with data standards, ethics, security, coding systems and the Individual Health Identifier, and how these are incorporated into an EHR. The 5 credit *eHealth Systems and Implementation* module deals with emerging eHealth technologies, the platforms on which they are supported, and the project management techniques used in their implementation. See Approved Programme Schedule for further details.
17.	LTA:	It is intended that, in addition to standard programme delivery methods, guest lecturers will be used to get students thinking about how such initiatives could be implemented in their own health care settings. Class discussions, group work and shared experiences will be encouraged. It is also expected that students will gain some exposure to eHealth software: Electronic Health Records and eCharts. GMIT is a student centred institute and the development of the student as an autonomous, lifelong learner is embedded in the learning outcomes and directs the teaching and learning of this programme. The award will be assessed in accordance with GMIT's Code of Academic Practice No. 3 – Marks and Standards. Each module will be independently graded on the basis of 100% Continuous Assessment (CA). This assessment, which will be moderated by the external examiner, and may comprise short in class tests, essays, and reports detailing specific eHealth implementations. Individual and group submissions will be considered, where appropriate. The assessment schedule will be communicated to students at the commencement of the programme.

18.	ATP:	In its current format, the Level 8 Certificate in eHealth SPA does not confer any exemptions on any student wishing to take a full Level 8 award within GMIT. However, the SPA may be considered by other institutions as meeting part of their Level 8 requirements. The Certificate in eHealth will give students a good knowledge base to apply for Level 9 programmes in Health Informatics.
19.	Programme Management:	Programme management shall be consistent with Code of Practice No. 2.
20.	Resource Implications:	It is intended that this programme will be offered according to the self-financing model of programmes within the lifelong learning suite. The programme will utilise, in so far as possible, existing resources of GMIT, however, under the self-financing model, and in the absence of external funding, a cohort of 24 students per intake will be needed to fund programme delivery. It is intended that the majority of the 78 No. lecturing hours will be delivered by GMIT lecturing staff. Where these hours cannot be met under current contracts, the additional hours will be delivered at the part-time pro-rata rate. Furthermore, due to the evolving nature of the eHealth landscape, with particular areas of expertise emerging, it is intended to engage 5 – 8 hours of guest lectures over the course of a semester. Additional technician hours will also be required for the two Saturdays of programme delivery. Existing computer labs, will be adequate, however the programme will require the use of 2 No. iPads and a licence for EPR /practice management software. It is intended to demonstrate an implementation of Electronic Patient Records in the nurse practice suite on campus. No additional specialise equipment will be required. Additional reading material will be required to be available in the library. These materials are detailed in subsequent module descriptors.
21.	Synergies with existing programmes:	None.
22.	Findings and Recommendations:	**Commendations** 1. The panel commended the programme team for their enthusiasm, professionalism and their openness and engagement with the validation process.

Conditions

1. The Programme Learning Outcomes must be rewritten in line with the relevant QQI standard.
2. This programme must be built on Academic Module Manager.

Recommendations

3. All references to formative assessment in the assessment strategy and module descriptors must be rectified and/or clarified.
4. Review multiple assessing of the same module learning outcomes (MLOs), unless assessing different elements of same MLOs. If this is the case it should be clarified in the module assessment strategy.
1. As described in the module descriptors, the total weekly learner workload should reflect total student workload, not just the class contact hours. The credit system prevailing in HE is ECTS. This involves a minimum of 20 to 30 notional student effort hours per credit (to include all institutional delivery, assessments, assignments, and examinations, together with a realistic quantification of independent learner effort required to achieve each of the module learning outcomes). Without this, the credit values shown in the proposed Approved Programme Schedules have no standing. The total learner effort as indicated in the current module descriptors is significantly less than is required for 5 and 10 credit modules as it only describes Institutional input.
5. **eHealth Strategy and Data -** In the description of this module outline what students will be doing, but build in a caveat that there may be modifications due to developments in legal aspects, policy or environmental factors as the programme progresses.
6. **eHealth Systems and Implementation -** The specific type of assessment planned should be articulated in the coursework assessment breakdown section of the module descriptor. As it is a one off, terminal assessment of an assignment, it doesn't lend itself to being described as 'continuous assessment'.

23.	FAO: Academic Council:	
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:	

Dr Dermot Douglas
Chair

Ms Carmel Brennan
Secretary

12/06/2016