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| 1. | Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards) | Certificate in Building Healthcare Communities Exit Award: Certificate in e-Health (10 ECTS) |
| 2. | NFQ Level(s)/ No. ECTS: | 8 30 ECTS |
| 3. | Duration: | 1 year or 1 semester |
| 4. | ISCED Code: | 0910 |
| 5. | School / Centre: | Mayo Campus |
| 6. | Department: | Department of Nursing, Health Sciences and Social Care |
| 7. | Type of Review: | New Programme |
| 8. | Date of Review: | 21 st July 2020 |
| 9. | Delivery Mode: | Online |
| 10. | Panel Members: | Dr Joe McGarry, Education Consultant (Chair) Dr Myles Hackett, Head of Department of Nursing, Midwifery and Early Years Dr Pamela Hussey, Associate Professor Health Informatics, DCU Mr Iolo Eilian, General Manager, Community Health Care West Ms Carmel Brennan, Assistant Registrar (Quality), GMIT (Secretary) |
| 11. | Proposing Staff: | Professor Neville McClenaghan Mr Justin Kerr Mr Brian Mulhern Mr Richard Holmes Mr Egbert Polski |
| 12. | Programme Rationale: | The Certificate in Building Digital Healthcare Communities – Special Purpose Award – Level 8, will provide students with an understanding of the underlying strategies and technical elements involved in digital health/eHealth, and will enable these students to take an active, leading role in the implementation of a digital health environment. The programme has been designed to introduce students to the concepts, strategies, technologies and standards, which are driving the proposed electronic health care (eHealth) and digital health transformation initiatives in Ireland. This certificate focuses on knowledge and skills for digital healthcare. Continuous professional development of the healthcare workforce is essential in this area in the context of an environment which is set to become ever more reliant |

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| | | <p>on technology. There is a documented shortage of eHealth workers across the full spectrum of job roles, spanning clinical, social care, informatics, and administration (eHealth Action -D6.3 eSkills for Professionals, 2018). On completion of the programme, students will be well prepared for and capable of undertaking an active role in digital transformation in their specific health care setting.</p> <p>The programme will focus on that aspect of the overall eHealth Ireland strategy which sees healthcare moving from the acute hospitals into community setting; the so-called <i>Stay Left Shift Left</i> strategy. In this regard the programme seeks to give a grounding in eHealth strategy, systems, and processes to people involved in community and remote healthcare scenarios, and enable them to formulate plans for promoting, monitoring and facilitating healthcare delivery through digital technologies.</p> |
| 13. | Potential Demand for Entry: | <p>The programme is aimed at community healthcare workers, from the public, private and the voluntary sectors, who are interested in using digital technologies as a catalyst toward improved healthcare delivery. It is aimed at those who want to develop into a leading role, either as a digital champion or a manager/project manager, and those who want to further develop their competencies in digital healthcare and play a valuable role in shaping the future of their organisation or profession. Moreover, the programme will also be of benefit to solutions providers and developers as they engage with the concept of digital healthcare ecosystems.</p> |
| 14. | Stakeholder Engagement: | <p>The Programme Development Team sought to hear the views of those people in key strategic national and local positions in the health service (eHealth, digital health, Information Officers, Business Managers). Additionally, local private sector businesses, vendors and solution providers were consulted. Stakeholder consultation influenced both the design and content of the programme.</p> |
| 15. | Graduate Demand: | <p>For many people working in health and social care roles in a community environment, this will be an upskilling programme, providing contextual skills and competencies to build, promote and manage community based digital healthcare platforms. Furthermore, graduates will be able to identify areas within the health care environment where eHealth/digital solutions could be successfully applied. It is expected that graduates of the programme will also be well positioned to take a leadership role at local and community</p> |

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| | | level, in the implementation of the eHealth strategy and digital transformation. |
| 16. | Entry Requirements, Access, Transfer & Progression: | <p>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. The entry requirement for this programme is a level 7 degree or equivalent.</p> <p>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.</p> <p>It is recognised that some applicants may have completed the stand alone GMIT Special Purpose Award, the Certificate in eHealth (10 Credits at NFQ level 8). The modules of the Special Purpose Award, the Certificate in eHealth (two 5 credit modules) are a component part of this programme and as such this may be evaluated as a means of entry to the programme to complete the further 20 credits which constitute this award.</p> |
| 17. | Programme Structure: | This programme consists of two 5 ECTS modules delivered in semester 1 and two 10 ECTS modules delivered in semester 2. |
| 18. | Learning, Teaching & Assessment Strategies: | <p>This programme will be delivered online. The participants will engage with a suite of online learning resources delivered using synchronous and asynchronous modes of delivery. Lecture notes, video materials, live tutorial sessions, blogs, chats, online messaging, e-tivities, webinars will form aspects of the delivery approach. The range of office 365 apps and a range of external digital resources such as H5p, Articulate, Padlet, Socrative, Twitter, Zoom, and PollEv may be utilised to enhance the online learning experience. As this is a part-time programme it is recognised that potential students will come from diverse healthcare settings, and as such will bring their own unique experiences and challenges to the learning environment. In this context, online class discussions/blogs around digital health/eHealth implementations, telehealth technologies and systems and existing and emerging digital communities will be very much encouraged to facilitate a shared learning experience. As the area of eHealth and telehealth continues to evolve, case</p> |

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| | | studies detailing areas of best practice will be employed with guest lecturers contributing in their specific areas of expertise. Each module will be independently graded on the basis of 100% Continuous Assessment. |
| 19. | Resource Implications: | This programme will be self-financing. No additional human resources are required to deliver this programme. Additional library resources, specifically ebooks are required to the approximate value of €1,700. |
| 20. | Synergies with Existing Programmes: | The two five credit modules constitute the approved Certificate in eHealth. |
| 21. | Findings and Recommendations: | General: |
| | | The programme was approved subject to the conditions (3) and recommendations (9) outlined below: |
| | | Commendations: |
| | | <ol style="list-style-type: none"> 1. The panel commended the programme team on growing this programme from the certificate and providing a progression for graduates. 2. The Programme Board's responsiveness and proactivity in developing this programme as a response to an important societal issue was also recognised. |
| | | Special conditions attaching to approval (if any): |
| | | <ol style="list-style-type: none"> 1. Ensure that the focus throughout the programme is on Health and Social Care rather than just Health. 2. Review the hours attached to the 10 ECTS modules. The student contact should be reflective of the credit weighting whether that is delivered synchronously or asynchronously. 3. Review all module learning outcomes to ensure that they are clearly articulated at level 8. |
| | | Recommendations of the panel in relation to award sought: |

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| | | <ol style="list-style-type: none"> 1. Review the assessment strategy for the programme to include short formative assessments based on targeted readings and applied summative assessments relevant to individual students interests and/or the development of their organisations. In reviewing the assessment strategy ensure that students are not over-assessed. 2. Provide pathways through the programme relevant to specific cohorts with targeted resources and guidance. 3. Consider providing an online helpdesk to support students in their learning whereby students will have access to their lecturers at scheduled intervals. 4. Students on this programme need to be familiar with the use and impact of emerging technologies. Include reference to the application of machine learning technologies and artificial intelligence and also to trustful and ethical AI as per the EU white paper. Students should also be introduced to graphical databases and their use with linked data under health and wellness apps section. 5. Making Every Contact Count (MECC) and Self-Management Support (SMS) should both be included as linked resources for students, as should the NSAI standards. 6. Ensure that reading materials are all up-to-date and ideally no more than three years old. 7. It may be useful to consider building an international learning activity into the programme looking to partner with other institutions in the US or EU particularly where existing relationships established. 8. Ensure reference to IPPOSI and the inclusion of the patient voice within the programme modules. 9. Future developments in this discipline may require further investment e.g. introduction of living lab (sensors and IoT technology) and simulations. | |
| 22. | FAO: Academic Council: | Approved: | |
| | | Approved subject to recommended changes: | X |
| | | Not approved at this time: | |
| | Signed: | | |
| | | Chair | Secretary |