

| | | |
|-----|--|---|
| 1. | Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards) | MSc in Nursing in Applied Cardiac Catheterisation Laboratory Practice Certificate in Nursing in Applied Cardiac Catheterisation Laboratory Practice |
| 2. | NFQ Level(s)/ No. ECTS: | 9 Masters: 90 ECTS Certificate: 30 ECTS |
| 3. | Duration: | Masters: 2 years Certificate: 1 year |
| 4. | ISCED Code: | 0913 |
| 5. | School / Centre: | Mayo Campus |
| 6. | Department: | Department of Nursing, Health Sciences & Social Care |
| 7. | Type of Review: | New programme validation |
| 8. | Date of Review: | 4 th December 2020 |
| 9. | Delivery Mode: | Blended |
| 10. | Panel Members: | Dr Joe McGarry, Educational Consultant (Chair) Dr Dawn Farrell, Lecturer, Department of Nursing & Health Studies, IT Tralee Dr Jacqueline Burke, Lecturer, School of Nursing, Midwifery and Health Systems Ms Nessa Gillen, Clinical Nurse Manager, Galway Clinic Ms Carmel Brennan, Assistant Registrar (Quality) (Secretary) |
| 11. | Proposing Staff: | Mr Justin Kerr, Head of Department of Nursing, Health Sciences & Social Care, GMIT Ms Noreen Kilkenny, Lecturer/Programme Chair, GMIT Ms Mary Walsh, Nurse Practice Coordinator, Bons Secours Hospital, GMIT Ms Mairead Carr, Director of Nursing, Bons Secours Hospital Ms Ann Connolly, Cardiac Services Manager, Bons Secours Hospital Ms Nicola Fahy, Cardiology Clinical Nurse Specialist, Bons Secours Hospital Mr Richard Holmes, Lecturer, GMIT |
| 12. | Programme Rationale: | The Department of Nursing Health Sciences and Social Care was approached by the Bon Secours Hospital in Galway with a view to |

| | |
|--|--|
| | <p>developing programmes that would meet the needs of Registered Nurses who are currently working in Cardiac Catheterisation Laboratories.</p> <p>Cardiac Catheterisation Laboratories have seen a significant increase in patient acuity and procedural complexity over the last 10 years. This area of nursing is a highly technological area and is rapidly evolving as a critical care nursing discipline. The significant increase in patient and procedural complexity has occurred due to developments on three fronts. Firstly, the rise in an ageing patient population and subsequent rise in multiple co-morbidities such as type 2 diabetes and renal impairment (Lalor et al 2014, Lee-Koo et al 2014). Secondly, the development and availability of technology and new percutaneous treatment options for previously inoperable coronary and structural heart disease, allowing treatment for patients considered too sick for conventional surgery (Feldman & Leon 2007). Thirdly, contemporary management of patients experiencing ST segment elevation myocardial infarction (STEMI) has identified urgent percutaneous coronary intervention (PCI) as a key strategy in reducing mortality and morbidity (DeLuca et al 2004).</p> <p>Cardiac Catheterisation Laboratory Nurses provide care for patients from elective admissions to critically ill patients requiring percutaneous treatment of cardiac diseases. These patients are cared for through the peri-procedural process of a wide range of complex interventions split into three broad categories of coronary artery disease, cardiac rhythm management and structural heart disease. In several Cardiac Catheterisation Laboratories there is a clear requirement for Registered Nurses to have a further qualification in interventional cardiac care (Intersocietal Accreditation Commission (IAC), 2018).</p> <p>In 2012, PCR conducted a survey which looked at nurse and allied professionals educational and professional development within Europe. In this survey 52% felt that they needed extra qualifications beyond basic education to work in the Cath Lab. 73% of those surveyed felt that they needed to know how to read an ECG and 50% of them felt that they needed one year of basic experience, (European Association of Percutaneous Cardiovascular Interventions (EAPCI), 2016). Due to advancement in cardiac procedures and the range of co morbidities that patients present with there is a clear need for further education and training for Cardiac Catheterisation Laboratory Nurses.</p> <p>In Ireland, there are currently no programmes available of this kind, to specifically address the professional development needs of Registered Nurses working in Cardiac Catheterisation Laboratories. The Department of Nursing, Health Sciences and Social Care have met with the Bon Secours Hospital nursing team to explore several options.</p> |
|--|--|

| | | |
|-----|--|--|
| 13. | Potential Demand for Entry: | 16 students per annum |
| 14. | Stakeholder Engagement: | <p>The Bon Secours, Galway approached GMIT Mayo Campus to design programmes that would be suitable for Registered General Nurses to develop their skills within the Cardiac Catheterisation Laboratory. The Head of Department had discussions with senior nursing management in the Galway Clinic regarding these new programmes and it was seen as an opportunity for continuous professional development, and particularly for those that have already completed the Procedural Sedation Programme.</p> <p>The mode of delivery is in keeping with our existing professional development programmes which has been informed by feedback from employers and students.</p> |
| 15. | Graduate Demand: | <p>The aim of these programmes is to support Registered Nurses to adhere to internationally recognised best practice guidance in Cardiac Catheterisation Laboratory nursing care. For many people working in the Cardiac Catheterisation Laboratory, the Masters or Certificate will be an upskilling programme, providing contextual skills and competencies to build, promote and manage their patient cohort. It is expected that graduates of the programmes will also be well positioned to take a leadership role in Cardiac Catheterisation Laboratory nursing practice.</p> |
| 16. | Entry Requirements, Access, Transfer & Progression: | <p>The entry requirement for undertaking the programmes is an Honours Degree (H2.2) in General Nursing. In addition, the following is required:</p> <ul style="list-style-type: none"> • Current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register. • Be employed in a clinical area that is approved as an appropriate clinical learning environment by the course team and satisfies the Nursing and Midwifery Board of Ireland Requirements and Standards for nurse applicants. • Approval from the Director of Nursing is required. • Students must also complete the programme within five years of initial registration inclusive of interruptions and must attend have a minimum of 80% class attendance. • Students must also have a minimum of one-year experience in Cardiac Catheterisation Laboratory or Cardiology ward area. Students must have access to a Cardiac Catheterisation Laboratory for the duration of the programme in order to achieve the given clinical competencies. • All Students must complete the applicant checklist with the necessary approvals signed therein. This must be completed prior to commencement. <p>Note: Condition No. 1 applies to this topic.</p> |
| 17. | Programme Structure: | <p>The masters programme consists of 30 ECTS taught modules delivered on a blended basis during one semester. A research methods module is delivered to support the Applied Research</p> |

| | | |
|-----|--|---|
| | | Project which is undertaken in the second and third semesters of the programme. The Certificate programme consists of the 30 ECTS of the Masters programme. |
| 18. | Learning, Teaching & Assessment Strategies: | <p>These programmes is taught on a blended basis, using a combination of residential sessions with an online component. Lectures, IT laboratories, tutorials and workshops/seminars as well as with a range of online activities are used. In-class and online activities encourage active learning, and the use of practical, applied examples and cases promote deep learning and understanding. Participants will engage with a suite online learning resources delivered using synchronous and asynchronous modes of delivery as required. Lecture notes, video materials, live tutorial sessions, blogs, chats, online messaging, e-tivities, webinars can 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 these are part-time programmes it is recognised that potential students will come from diverse healthcare settings/contexts, and as such will bring their own unique experiences and challenges to the learning environment. In this context, online class discussions/blogs around the programme subject specialities will be very much encouraged to facilitate a shared learning experience.</p> <p>Assessment will be contextual, encouraging the student to apply theory to practice and draw on personal experience. While the format of the assessment will be decided by the lecturer, the student will be encouraged to choose areas of personal interest within the subject. Assessment methods will be wide and varied and include cross modular thematic assessment. Continuous assessment will include written assignments and a range of projects, group work and presentations. Students will complete a dissertation or service improvement project as part of the masters programme.</p> |
| 19. | Resource Implications: | These programmes will be self-financing. 12 additional lecturing hours are required weekly to deliver the programmes, half of which will need to be an experienced registered nurse in Cardiology Nursing/Cardiac Cath Lab Practice. There may also be a requirement for ad hoc hours from specialist practitioners. Administration and IT resources will facilitate the programmes. |
| 20. | Synergies with Existing Programmes: | Three of the modules – Procedural Sedation, Quality & Risk Management and Applied Research – are approved and running on other programmes allowing for common delivery. |
| 21. | Findings and Recommendations: | <p>General:</p> <p>The panel approve the programmes with the commendations (5) listed below and subject to the following condition(s) (8) and recommendation(s) (5):</p> |

| | | |
|--|--|--|
| | | |
| | | <p>Commendations:</p> <p>The panel commended the programme developers on the following:</p> <ol style="list-style-type: none"> 1. The programmes create a clear pathway for nurses who specialise in Cath Lab, providing an opportunity for professional development and further specialisation. 2. These are very clinically relevant programmes with a strong rationale. There is a clear need for these unique programmes in preparing practice ready, professional and skilled graduates in the area of applied cardiac catheterisation laboratory practice. The impetus for this programme development stems from practice demonstrating clear evidence of community and interagency engagement. 3. The programmes are closely aligned with GMIT's Strategic Plan and underpinned by international best practice guidelines in the area (European Society of Cardiology, EAPCI, IAS, Cardiac society of Australia and New Zealand). 4. The Department has a clear emphasis on delivering high quality programmes and in the development and delivery of blended learning programmes and there appears to be good institute infrastructure and resources to support the blended/online development and delivery of the programmes. Furthermore, the staff involved in the development and delivery of the programmes have both clinical experience in the area of cardiac care and expertise and qualifications in teaching and research. 5. The programmes are student-centred and very much focus on the application of knowledge to practice. |
| | | <p>Special conditions attaching to approval (if any):</p> <ol style="list-style-type: none"> 1. Ensure that the entry requirements allow for Recognition of Prior Learning as an alternative access pathway. Bridging studies may be required in some instances. 2. Review the module learning outcomes for each module to ensure that they are written using measurable active verbs appropriate to level 9. 3. Reconsider the title of 'Fundamentals as related to Cardiology' module. For example, 'Fundamentals for Cardiovascular Nursing' may be more appropriate. 4. Review the assessment strategy for the taught modules (Certificate stage). Consider whether there is an over reliance on MCQs. Academic writing should be assessed more extensively at this stage to scaffold student's development of writing at an appropriate level. 5. Review the competency assessment tool for the Advancing Cardiac Catheterisation Practice to ensure that it reflects the student attainment of clinical competence. |

| | | | |
|-----|------------------------|--|-----------|
| | | <ol style="list-style-type: none"> 6. Specify the minimum number of hours that students on these programmes need to be employed in an appropriate setting during their programme, integrating this into the Director of Nursing declaration in the checklist. 7. Place a greater emphasis on ECG interpretation within the programmes and ensure that this is clearly articulated in the module descriptors and assessment. 8. Ensure that the core focus of nursing is reflected in the Programme Learning Outcomes in addition to the technical knowledge, skills and competencies which are already evident. | |
| | | Recommendations of the panel in relation to award sought: | |
| | | <ol style="list-style-type: none"> 1. Consider the programme titles with a view to broadening them to reflect the content of the programmes. Ensure that the names of the programmes are stated correctly and consistently in all documents. 2. Consider a presentation or viva as part of the assessment for the Applied Research Project module and reflect this in the module descriptor. 3. Review the contact hours/study effort for each module so that they reflect the workload associated with ECTS. Consistently indicate independent learning hours in the module descriptors. 4. Review the resources for all modules ensuring that they are up to date, and consider the inclusion of more online resources, key journals and journal articles. Ensure that reading lists are recorded consistently. 5. Edit the document to remove errors and ensure that the content is specific to the Certificate and/or the Masters programme as appropriate. | |
| 22. | FAO: Academic Council: | Approved: | |
| | | Approved subject to recommended changes: | X |
| | | Not approved at this time: | |
| | Signed: | | |
| | | Chair | Secretary |