National Blended Education Programme—
the Irish Experience

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Outline

- Development
- Implementation
- Outputs
Ireland

- Population over 4.58 million
- Health & Social Services
Support Staff Role

- Recognition – contribution made to the health service through the delivery & support of quality, safe patient care

- Respect – practical knowledge, attributes, skills and experience
Who are ‘Support Staff’?

- CSSD/TSSD technicians.
- Catering Assistants.
- Drivers.
- Family Support Workers.
- Healthcare Assistants.
- Household Staff.
- Home Support Workers/Community Carers.
- Home Helps
- General Assistants.
- Laundry Staff.
- Semi-skilled persons/crafts-person’s mates/maintenance persons.
- Therapy Assistants.
- Speech & Language Therapy Assistants.
- Laboratory Aides.
- Porters.
- Supervisors.
Drivers

- Industrial relations agreement 2003
- Develop robust competency frameworks
- Develop areas of expertise to progress the "skill mix"
Ireland’s Award System

- National Awards
- Progression
- International Recognition
- Opportunities
- Employment-Focused

Comprehensive Suite of Awards
Qualification Award System
Securing Knowledge Intra Lifelong Learning (SKILL) Initiate Aim

- Address the education, training and development needs of 32,000 support staff and support service managers

- Funding support
SKILL Project Functions

- Develop accredited programmes & integrate into existing institutions & award framework
- Enable support staff to up-skill
- Scholarships and grant schemes
- Informative, interactive website
SKILLVEC Structures
Descriptive Learning Modules

- Competency based framework
- Subject Matter Experts
- Blended Learning Principles
‘Blended Learning’ approach

- Learner centered
- Build on learners existing knowledge, skills, expertise & previous experience
- Workplace application
- Direct training element
- Incorporate self directed e-learning
- Enhanced learner supports –
  - telephone, email, e-tutor, instructor led workshops, class discussion, group activities, & practical skills
Support & Partnership Roles

Skillvec PLA
Pre-Learning Advice (PLA) Session

- Group introductory talk

- Followed by a one-to-one assessment
  - International Adult Literacy Survey
  - Answer individual questions or concerns
  - Identify elective & role specific modules
  - Recognition for prior learning
  - Identify any need for additional support
Level 3 & 4 Foundation Certificates

- If required, enables learners to develop / enhance
  - Reading
  - Writing
  - Numeracy
  - English language proficiency &
  - Returning to learning skills

- Outcome: 4.7% of participants required additional support
Level 5 – Health Services Skill Certificate

- Enables learners to develop
  - A broad range of skills
  - Vocation specific skills
  - A general theoretical understanding
  - Ability to work independently while subject to general direction

- Minimum entry level for a range of higher education institutions/programmes
Level 6 – Advance Certificate in Supervisory Management Skills

- Enables learners to develop a broad range of skills,
  - Statuary requirements in the workplace
  - Policies and procedures
  - Supervisory management skills
    - Production
    - People Management
    - Conflict management /resolution
Health Services Skill Certificate – Level 5

- Five core modules
  - Communication
  - Infection Prevention & Control
  - Legislative procedure & Quality
  - Patient Care Support
  - Work Experience

- 1–3 Elective Modules depending on role

- 1–2 Role Specific Modules e.g.
  - Health Care Assistant
  - Theatre Attendant
  - Sterile Services Technician
Pathway
Duration of Level 5 Programme

- **Class time**
  - 1 day per week
  - 32 days a year
  - 160 hours in total

- **Each Module**
  - 5 hours face to face
  - 4 days

- **Span academic year – September to June**
Sterile Services Role-Specific Modules

- Cleaning & Decontamination Practice
- Sterilization & High Level Disinfection Practice
- Currently, integrating an Endoscopy Care & Management Module into programme
Foundation for Sterile Service Modules

- Medical Devices Directive 93/42/EEC
- National, European Norms & International Standards for decontamination & national recommended practices
- Subject Matter Experts
- Life Cycle Phases of Reusable Invasive Medical Devices (RIMD)
Life Cycle of RIMD

ACQUISITION
1. purchase
2. Loan

CLEANING

DISINFECTION

TRANSPORT

INSPECTION

PACKAGING

At all stages
Location
Facilities
Equipment
Management
Policies/Procedures

USE

STERILIZATION

STORAGE

TRANSPORT

DISPOSAL
1. Scrap
2. Return to lender
Delivery – SME / Tutor
HSE Decontamination e-learning Program

- Modules – legislation, quality safety, decontamination RIMD including endoscope and dental
- Self directed
  - Access from work or home
  - Complete at own pace
  - Exposure to computer skills that are needed in work place
- Managers track and monitor completion & effectiveness
Specific Learning Outcomes SLO

- Definition: end result of the learning process that the participant should be able to demonstrate at the end of the programme.

- Benefits
  - Promotes learner responsibility, motivation & autonomy
  - Guides the ‘real learning’ that takes place in workplace
SLO example – Cleaning & Decontamination Module

Learners who successfully complete the module will be able:

- Effectively clean RIMD through knowledge and an understanding of
  - the essential elements of the cleaning process
  - application of the four main cleaning methods
  - correct use of cleaning chemicals
  - Identification of potential problems and solutions
SOL example – High Level Disinfection & Sterilization Module

- Learners who successfully complete the module will be able:
  - Correctly inspect, function test and package RIMD/sets
  - Successfully load and release loads following steam sterilisation
  - Read & interpret steam sterilization cycle parameters
Assessment on SLO

- Assessed in 3 ways:
  - Skills Demonstration (3) 45% (15% each)
  - Reflective Learner’s Log 25%
  - Quality Activity Assignment & Presentation 30%
Skills Demonstration Assessment

- Assessment of mastery of specified practical skills
- Requires a candidate to produce evidence that demonstrates an understanding and application of a range of SLO
Practical Skills Demonstration Assessment

- Working Central Decontamination Unit

- Candidates observed undertake relevant tasks that demonstrate competence by internal assessor

- C&D Module
  - The use of personal protective equipment (PPE)
  - Cleaning RIMD / instruments
  - Chemical Use

- HLD& S module
  - Inspection, function test, assembly & packaging RIMD/sets
  - Steam sterilization, loading & various cycle parameter interpretation
  - Endoscope handling & care
Personal journal /self-reported record for duration of each module
- using the Gibbs cycle as a framework
- Minimum 10 completed topic specific entries per module

Purpose:
- To LEARN from the work experience or situation through reflection &
- Apply new learning
Gibbs Reflective Cycle Framework

- **Description**: What happened?
- **Feelings**: What were you thinking and feeling?
- **Evaluation**: What was good and bad about the experience?
- **Analysis**: What sense can you make of the situation?
- **Conclusion**: What else could you have done?
- **Action Plan**: If it arose again what would you do?
Outcome of Reflective Learning Log

- Facilitated participants learning

- Recorded positive experiences and achievements as well as the not so positive ones

- Assisted in achieving a balanced view of what has taken place

- Formulate a plan for dealing in a new way when similar situation arises again
  - experiences may be built upon and improved
Quality Activity Assignment & Presentation Assessment

- Quality initiative within the candidates place of work in collaboration with their line manager

- Written report
  - Including quality framework used &
  - Supporting evidence

- Oral presentation to class
Quality Activity Tools Used

- Deming PDCA cycle
- Hirano's 5 ‘S’ methodology
Improved the ordering, frequency & storage of consumables in wash room

Eliminated manual washing for power tools/RIMD

Upgraded endoscope wash / work station to support work processes & improve occupational health & safety
Examples of Quality Activities 2

- Improved the efficiency of unloading RIMD from washers disinfectors by introducing colour cloths peg system to connect a set when broken down.

- Increased the shelf life of sterile RIMD on wards by introduction protective packaging.

- Improved the cleaning procedure for sterilizers.

- Developed & rolled out training package on reading steam sterilization cycle parameter graphs for peers.
Other things to note

- **SKILL News**
- **Promotional SKILL CD–Rom/DVD**
- **Website** [http://www.skillvec.ie](http://www.skillvec.ie)
- **SKILLVec Management System**
Personal & Professional Development

- Self directed

- HSE hosts 52 e-learning generic and bespoke programmes / courses & learning resources
  - Online Learning Centre [http://www.hseland.ie](http://www.hseland.ie)

- Recognition IDI Annual Conference Presentations
Evaluation / Outputs of SKILLS Programme

- 22 independent reports spanning 7 years
- Phase One – strategic level evaluation
- Phase Two – educational provider evaluation
- Phase Three – pilot module evaluation
- Phase Four – scatter model behaviour level evaluation
- Phase Five – critical mass site – behaviour & business level

- Sterile Services Modules
Summary

- Completion Rates
- Improved performance & ‘skill mix’
- Optimized the abilities & realized potential
  - Career advancement & opportunity to progress to degree course
- Greater clarity – roles & functions
- Challenge for future – resource contained environment
Further Information

- http://www.skillproject.ie
- http://www.hseland.ie
- http://www.hse.ie/portal/eng/staff/Leadership_Education_Development/onlinelearning/HS ELAND.html
Irish Culture
Go raibh maith agat

Thank you for your attention