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**College of Intensive Care Medicine
of Australia and New Zealand
ABN: 16 134 292 103**

FACE TO FACE COURSE QUALITY ASSURANCE CHECKLIST

This document is a quality assurance checklist¹ to assist in the evaluation of face to face courses mandatory for trainees of the College of Intensive Care Medicine of Australia and New Zealand's training program.

All courses are to be evaluated for quality and suitability prior to approval as part of the CICM training program. Courses are reviewed in accordance with T-41 Guidelines for the Approval and Quality Assurance of Training Courses.

Courses will be evaluated against criteria related to:

- Course overview, aims and outcomes
- Content, methods and delivery
- Assessment
- Evaluation

PROCESS

The following shows the steps once the quality assurance checklist is completed

The course does comply with all criteria	The course does <u>not</u> comply with all criteria
<ol style="list-style-type: none">1. Send completed quality assurance checklist to the College's Training department.2. Decision for approval will be confirmed at the next Education Committee meeting.3. The course evaluation outcome will be logged on the Face to Face / Blended Course Evaluation Register.4. The course will be reviewed in 5 years, when significant changes are made, or if feedback / evaluations indicate a need for review.	<ol style="list-style-type: none">1. For courses external to CICM: Request additional information from course provider or decline course approval.2. For CICM face to face / blended courses: feedback is provided to course faculty, and the course resubmitted once amendments complete.3. Discretion of reviewer applied for partial meeting of criterion.

¹ This quality assurance checklist was developed based on the NHS Shared Learning Checklists, the checklist for evaluating online courses from Southern Regional Education Board, the APEC toolkit and the Quality Matters Higher Education Rubric.

The following is to be completed by the Education Committee:

Course provider details			
Course Title			
Course Provider (Department/ hospital/ organisation)			
Location			
Contact name			
Contact details (email, phone)			
Purpose of this review	Initial course evaluation <input type="checkbox"/> Course re-evaluation <input type="checkbox"/>		
Date of current review		Last review (if applicable):	
Subject matter expert/s involved in current review:		College staff involved in current review:	
Comments:			

Detailed course details

Course topic	Advanced Airways Skills Course <input type="checkbox"/> Communication Course <input type="checkbox"/> Introductory Echocardiography Course <input type="checkbox"/> Introductory Intensive Care Course <input type="checkbox"/> Donor Awareness Course <input type="checkbox"/> Advanced Life Support Course <input type="checkbox"/> Management Skills Course <input type="checkbox"/>
Course length	Pre course time _____ Face to face course time (delivery) _____ Feedback time _____ Assessment time _____ Total course time _____
Delivery	Lecture <input type="checkbox"/> Discussion / Group task <input type="checkbox"/> Online course textbook / information <input type="checkbox"/> E – learning module/s <input type="checkbox"/> Printed course textbook / information <input type="checkbox"/> Pre reading / activities <input type="checkbox"/> Post reading / activities <input type="checkbox"/> Video / demonstration <input type="checkbox"/> Role play <input type="checkbox"/> Simulation with actors <input type="checkbox"/> Simulation with mannequins <input type="checkbox"/> Skills station <input type="checkbox"/> Task trainers <input type="checkbox"/> Other <input type="checkbox"/> please specify _____
Feedback and Assessment	Self reflection <input type="checkbox"/> Narrative feedback <input type="checkbox"/> Exam MCQ /SAQ <input type="checkbox"/> Practical skills assessment <input type="checkbox"/> Assignment <input type="checkbox"/> Other <input type="checkbox"/> please specify _____

COURSE OVERVIEW AND OUTCOMES						
Criteria:	Meets criterion				More information needed	Comments
	Fully	Partially	Not Met	N/A		
1. Course aims/objectives/outcomes are clearly stated						
2. Course outcomes are measurable and aligned with relevant standards for practice						
3. Course outcomes are aligned to the content, learning activities and assessment						
4. The course meets the minimum requirements as set out in Appendix 1						
5. A clear, complete course overview or syllabus is provided.						
6. The intended audience of the course includes postgraduate medical trainees or health professionals						
7. Prerequisite knowledge is clearly stated						
8. Minimum technology requirements are stated (blended courses)						
9. Curriculum design is based on sound educational principles and provides a coherent and interactive series of learning experiences						
10. Assessment is included						
11. Learning resources are made available to help learners acquire prerequisite knowledge and skills before starting the course if required.						
12. The course provides opportunities for self-evaluation and reflection						
13. The course provider has processes in place for the quality assurance/improvement of the course						

COURSE CONTENT, METHOD AND DELIVERY						
Criteria	Meets criterion				More information needed	Comments
	Fully	Partially	Not Met	N/A		
1. Course faculty are listed and have appropriate qualifications and expertise required to support the achievement of learning outcomes						
2. The course is organised into units / modules						
3. Each unit/module includes an overview, concepts and activities, providing multiple learning opportunities for students to master the content.						
4. The course content is accurate, current, complies with professional standards and is free of bias.						
5. Delivery methods are appropriate for content						
6. Instructional materials / activities contribute to the achievement of outcomes						
7. Number of participants are appropriate for method of delivery						
8. Appropriate resources (infrastructure, equipment) are available for course delivery						
9. Meaningful and authentic learning experiences are provided that will help learners to apply course concepts to practice (i.e. skills and concepts are relevant to the real world in which the learning is to be applied)						
10. The course provides opportunities for learners to engage in higher-order thinking, including critical reasoning, problem solving, developing mental models, forming opinions.						
11. The delivery and content engages learners in group work / personal interactions / active learning						
12. The course provides additional learning support or alternative learning pathways (i.e. additional resources, key contacts or websites to assist trainees in learning the content).						

ASSESSMENT						
Criteria	Meets criterion				More information needed	Comments
	Fully	Partially	Not Met	N/A		
1. Feedback is provided to the learner						
2. Summative assessment methods and standards are consistent with course outcomes and are clearly stated.						
3. Assessment methods are fit for purpose						
4. Specific and descriptive criteria are provided for assessments						

EVALUATION						
Criteria	Meets criterion				More information needed	Comments
	Fully	Partially	Not Met	N/A		
1. The course is evaluated regularly for effectiveness and the findings used as a basis for improvement						
2. Summaries of peer review or learner evaluations of courses are available and indicate high course quality						
3. The course is updated periodically to ensure it is consistent with current practice.						
4. Trainee feedback indicates high course quality						

Appendix 1: Minimum course requirements

Courses must meet the below requirements as a minimum standard to be approved by the College.

Course	Alignment with curricular themes/outcomes	Content	Teaching and Learning	Assessment
Advanced Airways Skills Course	<ul style="list-style-type: none"> • Immediate assessment and therapy • Principles of organ system failure management • ICU therapy • Technical skills • CPR • The deteriorating patient outside ICU 	<ul style="list-style-type: none"> • Airway management of critically ill patients including approaches to difficult airway and airway emergencies • Airways assessment • CICO algorithms (can't intubate, can't oxygenate) incorporating supraglottic devices • Front of neck access • Awake intubation • Extubation in the intensive care unit • Recognition, investigation and safe management of post extubation complications including upper airway obstruction • Teamwork and leadership in an airway crisis • Management of tracheostomy emergencies 	Must include practical component incorporating airway emergencies	Certificate of completion
Communication Course	<ul style="list-style-type: none"> • Principles of communication • Professional communication • Cultural competence • Clinical supervision and mentoring 	<ul style="list-style-type: none"> • Breaking bad/catastrophic news • Discussing withdrawal of treatment • Feedback • Shared decision making • Open disclosure • Cultural humility and safety • General communication skills • Working with interpreters • Communicating treatment goals • Use of communication technologies 	Must include interactive / practical component	Evidence of participation

Introductory Echocardiography Course	<ul style="list-style-type: none"> • Monitoring, measurement, investigations and interpretation of data • Technical skills 	<ul style="list-style-type: none"> • Basic physics of ultrasound • Transducers and knobology • Artefact recognition • Echocardiography: <ul style="list-style-type: none"> ○ Image acquisition: systematic approach and standard views ○ Left heart assessment ○ Right heart assessment ○ Pericardial assessment ○ Fluid responsiveness 	Must include practical component that may include task trainers and standardised patients	Certificate of completion N.B. Further assessment during workplace-based training (30 cases plus online MCQ exam – College monitored)
Introductory Intensive Care	<ul style="list-style-type: none"> • Immediate assessment and therapy • Post resuscitation care • Principles of organ system failure management • Medical, surgical and obstetric conditions • Paediatric medical, surgical and neonatal conditions • Therapy • Monitoring, measurement, investigations and interpretation of data • Supportive care of the critically ill patient 	<ul style="list-style-type: none"> • Assessment of the seriously ill patient • Airway management • Mechanical ventilation • Neurological emergencies • Severe trauma • Haemodynamic monitoring • Sepsis and septic shock • Organ failure including respiratory failure acute kidney injury and liver failure • Cardiovascular emergencies • Vascular access • Acid-base, metabolic and electrolyte disturbances • Supportive care of the critically ill patient (including nutrition) • 	Must include practical component	<ul style="list-style-type: none"> • Knowledge assessment • Certificate of completion
Donor Awareness Course	Organ Donation	<ul style="list-style-type: none"> • Organ donation conversations • Communication in the context of brain death and organ donation • Catastrophic news, loss and bereavement 	Includes interactive component	Evidence of participation

Advanced Life Support Course	Cardiopulmonary Resuscitation	ALS Level 2 course which includes: <ul style="list-style-type: none"> • Recognition, assessment and management of the deteriorating patient using a structured ABCDE approach aiming to prevent cardiac arrest • Treat cardiac and/or respiratory arrest, including manual defibrillation • Management of life-threatening arrhythmias • Preparing and planning for post resuscitation care • Care for the deteriorating patient or patient in cardiac and/or respiratory arrest in special circumstances such as asthma, anaphylaxis, and pregnancy • Lead a team, work as a team member, and use structured communication skills including giving an effective handover • Consideration for end of life decision making 	Must include practical components/simulation based medical education incorporating the following: <ul style="list-style-type: none"> • Cardiac arrest • Initial assessment and resuscitation • Airway management and ventilation • Electrical therapy 	<ul style="list-style-type: none"> • Knowledge assessment • Basic life support skills assessment • Advanced airway management skills assessment • Manual defibrillation skills assessment • Team leader / management skills assessment
Management Skills Course	<ul style="list-style-type: none"> • Administration • Leadership • Quality Assurance • Resource Management • Conflict Resolution • Negotiation • Teamwork 	<ul style="list-style-type: none"> • Management roles • Managing performance • Conflict management • Intensive care financial management • Writing a business case • Principles of negotiation • Quality and Benchmarking • Risk management and patient safety • Change management • Strategic planning • Teamwork 	Must include interactive/practical component	Evidence of participation