Embedding **point of care education** into nursing undergraduate curricula is working towards developing a **point of care testing workforce** with increased knowledge for enhanced patient care

**Developing the POCT Workforce Through Undergraduate Education**

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**Background: The drivers for change**
- NHS nurses are recognised as the key users of point of care tests (POCTs) however the majority of training and education occurs post registration, overseen by Biomedical Scientists in a variable, ad-hoc way dependent on needs at the time.
- Pre-registration undergraduate POC education is present but is not explicit and is limited and variable with an emphasis on device specific skills, not scientific quality.
- NHS long term plans regarding future workforce and technological advancement drives a requirement for a more explicit POC undergraduate curriculum.
- Quality standards of patient care drives a requirement for this curriculum to include knowledge and understanding to support practical skills training.

**Project aim:** to develop POC education for pre-registration nurses studying at the University of Sunderland, to support a workforce of the future who can work towards POCT international standardisation organisation (ISO) standard 22870:2006 in collaboration with and supporting colleagues in laboratory medicine.

**Project design**
The University of Sunderland (UoS) are unique in employing an HCPC registered Biomedical Scientist with a defined role in POCT education who works alongside an NMC registered nurse. Together they conceptualised and developed an innovative and spiralling curriculum within the BSc(hons) Nursing degree, mapping to NMC standards. The project is planned to follow three phases with stakeholder engagement and review processes central (figure 1).

**Phase 1**
- **Academic POC team:** conceptualise

**Phase 2**
- **Delivery of curriculum:**
- **Regional pathology:** Review and identification of outcome measures
- **Academic nursing team:** Review and identification of outcome measures
- **Students:** Experience review, via feedback, knowledge acquisition and understanding

**Phase 3**
- **Use of participatory evaluation and outcome measures to evaluate effectiveness**

**Figure 1:** Detailed content of the project’s three phases. Key stakeholders include the North East Regional Point of Care Action Learning set, academic nursing leads, regional clinical placement leads and students.

**Project outcomes to date**
The curriculum developed
- Addresses awareness, knowledge and skills
- Looks at foundations of POCTs through to complex care needs in diverse settings and use as part of service innovation.
- Utilises readiness assessment tools and a key pre-analytical, analytical and post-analytical framework.

**Figure 2:** Analytical framework: A core system used to frame all POCT teaching at UoS.

- Content is delivered by UoS academic staff and supported in clinical practice.
- Partnership working in theory and placement ensures education and assessment works towards developing a workforce that is fit for purpose who can support laboratory medicine in their work towards high quality patient care.


Acknowledgements: With thanks to members of the North East Regional Point of Care Action Learning Set and academic colleagues at the University of Sunderland