

Case study #4

Work with HQIP

Clinical Audit Teaching Toolkit




Background

The Clinical Audit Support Centre have considerable experience in delivering clinical audit training and have developed a number of tested and proven resources. In 2012 HQIP commissioned the first version of the toolkit featuring 10 activities and this was succeeded by version two featuring 20 activities in 2014. The toolkit offers a wide range of learning activities in a variety of different formats:

- 1 Short Films**
 The toolkit includes a three-minute film detailing the first audit carried out by Florence Nightingale.
- 2 Card sort activities**
 These help learners understand key processes within clinical audit and also test their knowledge.
- 3 Fun activities**
 Learning is easier if students have fun. We have created a number of fun interactive materials.
- 4 Case studies**
 Students need to understand theory but also want practical examples to make learning real-world.
- 5 Novel and new**
 Students like to try new and different ways of learning and the toolkit has variety to suit all learning styles.
- 6 Assessment**
 Teaching in audit often focuses on delivery but the toolkit includes fun and interesting ways to assess learners to see if they have picked up key points.

Example activity: The RASE game

Research, Clinical Audit and Service Evaluation		
 RESEARCH	 AUDIT	 EVALUATION
Designed to derive generalisable new knowledge	Designed and conducted to produce information to inform delivery of best care	Designed and conducted solely to define or judge current care
Designed to test a hypothesis Addresses clearly defined questions, aims and objectives Study design may involve allocating patients to intervention groups Normally required Research Ethics Committee Review	Designed to answer 'does this service reach a pre-determined standard?' Measures against a standard No allocation to intervention Does not typically require Research Ethics Committee Review	Designed to answer the question 'what standard does this service achieve?' Measures without reference to a standard No allocation to intervention Does not require Research Ethics Committee Review

Irrespective of the level and experience of learners attending clinical audit training, it is imperative that they leave understanding the key characteristics of clinical audit. Further, many healthcare professionals cannot differentiate clinical audit from other disciplines such as research and service evaluation.

The RASE game, which is derived from: **R**esearch, **A**udit and **S**ervice **E**valuation, is a card-sort activity based on best practice from the National Research and Ethics Service. Learners work in teams to identify which characteristics belong to which discipline. The activity is learner-centred, helps students grasp key points and can be used to assess learning.