

Creating service outcomes for courses

Higher education institutions (HEIs) often concentrate on the learning outcomes for courses and modules. However, in the modern health care service, managers and staff are being pushed to provide increased service outcomes. It is not always clear how a course or module will enable the member of staff to enhance their service from reading the learning outcomes of a module or course.

When reviewing and designing new courses and modules, you need to be able to convince health care managers and staff that the courses and modules on offer will provide their staff with the skills required to deliver an enhanced service in specific ways.

You need to explain explicitly what the students will be able to do, in practical terms, to improve the service that they provide, for example:

- *to run a nurse-led clinic, and understand and implement protocols and guidelines for such a service*
- *to produce more concise and informative reports*
- *to set up and run an audit of patients with long-term conditions*
- *to prioritise the public health needs within a practice and evaluate the care given.*

You will need to go through all the existing modules that general practice nurses (GPNs) may access and devise a short sentence or paragraph to outline precisely what the service outcomes are. These service outcomes should be included in the marketing and publicity of the courses and modules. Linking the outcomes to tangible benefits outlined in the *Quality and Outcomes Framework*¹ will also be an attractive incentive to encourage GPs to send GPNs on your courses.

Reference

1. Department of Health. *Quality and Outcomes Framework*. London: Department of Health; 2004. Available at: <http://www.dh.gov.uk/assetRoot/04/08/86/93/04088693.pdf>.