

**Delirium in Paediatric ICUs Project Brief**

Silicon Valley Samurai (SvS)

Date: 17-02-2023

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![Background pattern

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# 1. Vision

## 1.1. System Introduction

### 1.1.1. Key Features

A picture containing text, computer, person, window

Description automatically generatedWe propose two systems, one which acts as an e-learning platform and another which allows users to enter data, and view data visualisations. A key feature of the system is the distinctive visualisations, driven by real patient information, allowing nursing staff to examine the data, how they please. Another key feature of our system is the interactive e-learning package that will share knowledge on delirium within the Paediatric Intensive Care Unit (PICU).

Our proposed system will have functionality that allows user accounts to be created. These accounts will be linked to individuals and in turn the individual accounts will be linked to a specific PICU. This will help us achieve our main targets for the system with having individuality for the proposed e-learning system.

Figure 1: A parent and child consulting with a nurse

### 1.1.2. How it Differs

This will differ from existing systems, by expanding on the range of the visualisations that is produced by the system. These visualisations will also fit more seamlessly into the system providing an enhanced experience for the user. The visualisations will be driven by a state-of-the-art database system which would also allow for easier data manipulation with the relevant tables embedded into the website.

Our aim is to enhance the e-learning package by making it more robust and developing a wider range of tools used by the National Health Service (NHS) to make the e-learning package as interactive and engaging as possible. This means that NHS staff will have a variety of media options available to choose from to cater towards the needs of the students e.g., videos, quizzes, choose your own path etc. Nurses will be able to provide additional content in the e-learning package, maintaining a high level of interactivity and engagement for the end user.

## 1.2. Beneficiaries

Addressing the issue of delirium in PICUs is essential for the professional growth of NHS staff, and more specifically nurses within PICUs. It can enhance their knowledge and skills, leading to better career prospects and improved job performance; This, in turn, can boost their morale and motivation. In addition to qualified NHS nurses, our proposed system aims to facilitate the transfer of skills and knowledge to student nurses.

It is crucial to advance the understanding of delirium in PICUs due to its impact on the cognitive and educational development of young children. Delirium symptoms can impede children's ability to learn and understand their environment during this critical developmental stage, which may exacerbate family tensions.

# 2. Use Case Scenarios

## 2.1. Nurse Auditing System Scenario

### 2.1.1. Scenario Introduction

Caroline [[Appendix 4.1: User persona for Caroline]](#_A.4.1_Caroline_Johnson) is a paediatric nurse working in Royal Belfast Hospital for Sick Children, she has been working there for 7 years and is currently based in the PICU. Caroline wants to input some information she has gathered on a patient regarding delirium into the auditing system. This is so the database of information grows and therefore more research can be carried out regarding delirium within PICUs.

### 2.1.2. Scenario Mechanisms

After gathering the necessary information from the patient, Caroline opens the Paediatric Group’s website and logs into the auditing system using her mobile phone. Caroline then uses the data input feature to add the information she collected to the database, receiving a confirmation popup that the input was successful. Caroline can then move onto the next patient to continue giving care around the ICU.

## 2.2. Student Nurse E-Learning

### 2.2.1. Scenario Introduction

Susan [[Appendix 4.2: User persona for Susan]](#_A.4.2_Susan_Doherty) is a student nurse, on her placement year, and is doing a rotation in the PICU. A key part of being a nurse in the PICU is understanding paediatric delirium, which Susan has extremely limited experience in. Susan has a goal of expanding her knowledge of this subject to help her with her studies and work.

### 2.2.2. Scenario Mechanisms

To learn more about this, Susan does an e-learning course on paediatric delirium which allows her to receive a certificate upon completion. This is used as proof that Susan has completed the course and can be put in her professional development portfolio.

## 2.3. General Public E-Learning

### 2.3.1. Scenario Introduction

Keith [[Appendix 4.3: User persona for Keith]](#_A.4.3_Keith_Donaldson) is a single parent of a daughter with health issues currently being cared for within the PICU in the Royal Belfast Hospital. He is very committed to his daughter’s wellbeing and interested in learning about her illness. Keith wants to broaden his depth of knowledge on paediatric delirium. Keith wants to support his child to gain a level of confidence and peace of mind by understanding her delirium.

### 2.3.2. Scenario Mechanisms

An e-learning webpage will help Keith by giving him an introduction into the subject. Keith will log onto the webpage which will provide him with easy to digest topics and interactive learning schemes to make it as enjoyable and interesting as possible, allowing him to better understand the complexities of delirium and how it affects his daughter. Keith can access this e-learning at any time, from anywhere and continue from where he left off previously.

A person smiling for the camera

Description automatically generated with medium confidenceA doctor holding a stethoscope

Description automatically generated with medium confidenceA picture containing person

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Figure 4: Keith

Figure 3: Susan

Figure 2: Caroline

# 3. Analysis

## 3.1 Problem Research

Delirium has been found to be a prevalent issue among critically ill children admitted to PICUs. There have been multiple studies that have concluded a high incidence of delirium in PICUs, with rates varying between 10% and 30%. These studies have discussed that the detection of delirium in paediatric patients can be challenging due to the lack of a standardised diagnosis method, for delirium in children, and the inconsistency of the condition. However, the **Cornell Assessment of Paediatric Delirium** (**CAPD**) [1] is a validated screening tool that has been used in multiple research programmes.

One such study that uses this diagnostic method is **Pediatric Delirium in** **Critically-Ill Children: An International Point Prevalence Study** [2]. This international study took place across 25 different paediatric critical care units, with research gathered over almost three years and studied all patients admitted to the paediatric critical care units on designated study days. The study found that among 835 patients, 25% were found to screen positive for delirium, 13% were classified as comatose, and 62% were neither delirious nor comatose. These rates of delirium varied significantly based on the reason for ICU admission, with the highest rates found in children admitted with infectious or inflammatory disorders. Furthermore, the prevalence of delirium increased to 38% in children who stayed in the PICU for 6 or more days.

## 3.2. Critical Problem Analysis

Delirium is a complex illness, which only recently started to be recognised and proper diagnostic consideration given. Due to the nature of the symptoms of delirium and how rapidly it can develop means it can be difficult to diagnose, especially in the younger generation. Already proposed strategies, such as the use of validated screening tools, increased management of medication and non-pharmacological interventions aim to address this issue. However, further research is a necessity to help identify the most effective methods of diagnosis, prevention, and management of delirium in critically ill children across the UK.

The advancement of knowledge regarding delirium in PICUs and a reduction in the time to diagnosis is extremely important when considering the profound impact that this condition can have on the cognitive and educational development of young children. During this formative stage of life, children are highly receptive to new information and experiences and therefore, learn so much in everyday life outside of formal education, delirium’s symptoms can impede their ability to learn and understand the world around them, potentially compromising their long-term academic and personal development.

Furthermore, addressing the issue of delirium in PICUs is important for the professional development of nurses and other NHS (National Health Service) staff; By increasing the understanding and proficiency of delirium from within the NHS, healthcare workers can advance their careers, expand their knowledge, and become even more effective in their roles.

## 3.3. Project Aim

The diagnosis and treatment of delirium remains an under-researched area in paediatric critical care medicine. The aim of this project is to provide a software system that will support a nationwide clinical trial on delirium in PICUs within the National Health Service (NHS). The trial is conducted by the School of Nursing at Queen's University Belfast (QUB). Our system will assist the clinical trial by not only providing a platform for the data collected, to be recorded, stored, and visualised but also to educate parents and nurses through an engaging e-learning package on the subject of delirium.

## 3.4. Proposed System Solution

There is a pre-existing system; however, the implementation has several limitations. The system is a static website that contains basic information on delirium in the paediatric ICUs, some educational materials that are limited to text and links to external resources. The pre-existing system does include an audit feature, allowing users to submit patient data but the process is drawn-out and involves having to download an excel file, input data and then re-upload this file.

Our proposed system aims to mitigate these issues by creating an improved workflow and more user-friendly platform for submitting audit data and furthermore the ability to share and view this information through the portal in a way that is easy to absorb. Another target is to improve the accessibility and interactivity of the educational materials available; The overarching goal is to create a system that is more intuitive and easier to use, while also providing more in-depth and engaging educational materials.

4. Specifications

## 4.1. High-Level System Requirements

Table 1, briefly, the key requirements that the systems (both the audit system and the e-learning system) should meet and which should be kept in mind when choosing the technology and designing the architecture of the system. This is not an exhaustive list of all requirements, only those most pertinent to the current report. A draft list of requirements, and how they should be validated can be viewed in the appendices [[Appendix A.5: Draft of user requirements]](#_A.5_Draft_Requirements)

*Table 1: Key Requirements*

|  |  |
| --- | --- |
| **Functional Requirements** | **Non-Functional Requirements** |
| **FR1**: The system will allow users to have accounts, in which they can log into the system | **NFR1**: The system should be able to support 120 concurrent users |
| **FR2**: The system will keep track of the user’s place within the e-learning course | **NFR2**: The system should display PICU data as interactive graphs and charts, such as bar charts |
| **FR3**: The system will be available on major types of devices, such as smartphones, tablets, and PCs through the chrome web browser | **NFR3**: The system should include accessibility features to improve the user experience for the public, such as support for screen readers and a high contrast mode |

## 

## 4.2 Technical choices

Table 2 lists the required technology choices to achieve the key objectives. Additional technologies, that are not a necessity to achieve the requirements above but would assist in achieving these [[Appendix A.1: Description of additional technologies choices]](#_A.1_Additional_Technology).

*Table 2: Technology Choices*

|  |  |  |
| --- | --- | --- |
| **Tech Choice** | **Reason** | **Alternative** |
| React | These two frameworks are both popular and used widely within the industry and have a large library of third-party tools which add to the features offered by both.  Angular is considered to be a difficult framework for beginners to learn due to its complexity [3] and the fact that TypeScript is a requirement. This should not be a large problem as TypeScript will be used within the system regardless of the chosen framework [[Appendix A.1.1.: A description of why we are using TypeScript]](#_A.1.1_TypeScript). An advantage of using Angular is that the current e-learning solution uses Angular and therefore we may be able to reuse/expand on the work that was completed.  On the other hand, React is a desirable choice for this system as it is intended for mobile devices [4] which meets the requirement FR3. Another advantage towards React is the fact that it has a component-based architecture demonstrating that it is easier to learn [5] than Angular, and the use of a virtual DOM allows the process of reloading to be quick [6]. | Angular |
| Node.js | One key reason why Node.js was chosen was because it allows both front-end and back-end work to be carried out all in one language. This allows for a lesser learning curve, which increases maintainability as new developers do not need to learn the intricacies of another language. This is even considering the new concepts that Node.js introduces. Although, in general, python is considered to be less difficult to learn, the fact that we will need to learn JavaScript in depth for the frontend negates this benefit.  Another advantage of Node.js is the asynchronous nature of the technology [6], which will aid development as it will assist in handling calls to APIs and to the database. With the use of promises, managing these calls, without halting the execution of the program is made easier than using the ‘async’ library in Django. | Django |
| D3.js | Although Google Charts is currently being used in the existing audit system, it does not have the same support and freedom which D3.js provides. Google Charts is limited to the amount of data which can be passed to it, although it may not be a problem now, looking to the future this could be an issue. Another limitation of Google Charts is the relatively few options of the visualisations which it offers over D3.js.  A main drawback with this choice is the added complexity which D3.js brings over Google Charts, although we believe this is an acceptable trade-off for the added flexibility which D3.js provides. | Google Charts |
| PostgreSQL | PostgreSQL was chosen over MySQL due to the flexibility of choosing either a relational database or a non-relational database while using the same technology.  As PostgreSQL supports MVCC (Multi-version Concurrency Control) and therefore serves several clients simultaneously [7], providing better support for concurrent users. This is a disadvantage of MySQL, which does not support MVCC, as one of the requirements of the system is that multiple users will need to use the system at the same time. | MySQL |

# 5. Roadmap

The following section shows a Gantt Chart depicting all steps we will take including: the project goals, milestones, sprints, and work plan for the next 2 semesters.

## 5.1 CSC3068 - Monthly Gantt Chart (18th Feb – 25th April)

A weekly view of this can be found within the appendices [[Appendix A.2.2: A weekly view of the module the CSC3086]](#_A.2.2_Weekly_View)

Chart

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## 5.2 CSC3069 - Monthly Gantt Chart (18th Sep – 18th December Following Module)

A weekly view of this can be found within the appendices [[Appendix A.2.2: A weekly view of the module the CSC3069]](#_A.2.3_Weekly_View) Timeline

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# 6. Sprint Plan

## 6.1. Summary of Sprint

For our CSC3068 Submission 2, we plan to create a basic implementation prototype, by designing a multi-tier client-server solution. The first thing we plan to do is create a database system to be used by the PICU nurses. They will use the website to input data into the database as they gather patient information from a mobile device or a desktop computer. The system will then perform the calculations on the data and display this for the nurses to view. We will test this using the data provided by the Paediatric Delirium Group.

We will then develop a tool to visualise the information from the database and show it on the website in a simple format for easy digestion. This will allow the nurses or admins to quickly see how the collection of data is going and will allow them to conduct further analysis. We plan to test this using simple graphs and charts for the prototype. Simultaneously, we will also look to modernise the security of the system and change the code used from PHP to Node.js. This includes updating the login system with the ability to change passwords if a nurse or admin forgets theirs and we will test this by creating an account and changing the password.

We plan to work on feature implementation collaboratively, this should allow us to support each other more effectively as well as allowing features to be ‘completed’ faster is a target of an agile working environment. The documentation side of our work will be divided up and assigned to individual subject matter experts (SMEs) for that feature, the documentation will be dynamically assigned as development proceeds.

We have laid out our plans for Submission 2 in a Critical Path Analysis diagram shown here [[Appendix A.3: Diagram of Critical Path Analysis]](#_A.3_Critical_Path)

## 6.2. Risk of Features

*Table 3: Risk of Features*

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature** | **Description** | **Risks** | **Mitigation** |
| Database solution | Create a database which will connect to the system, allowing for the PICUs to perform calculations on this data and compare it with other PICUs involved. | One aspect that we cannot control is the internet connection the user will have to our system.  There is the risk of those without the proper access, looking at and editing data in the database.  There is also the risk of two people entering data at the same time which can lead to errors, or no data being entered at all. | We must make it, so the database is only available for those who require it for data entry and review. This would, perhaps, require a role base access control (RBAC) system to be implemented.  There must also be a concurrency control system in place to prevent two people committing data at the same time and causing errors. This would lock entry to make changes while someone is in the middle of entering/editing data. |
| Simple Visualisation | Create simple visualisations for the data stored in the database and display them on the website | The data used in these visualisations must be anonymised to prevent releasing confidential data. | The system will produce random placeholder values for the names of the other sites each time, this is required |
| User Login Modernisation | Update the current login page and system from storing passwords as plain text to a version which will include more secure methods, used around the internet e.g., Hashing and SSO | We must have secure storage for hashed passwords and never store them as plain text.  There is also the chance that someone forgets their password and cannot login. | We will have a separate database sheet which stores the login data (usernames and hashed passwords) which will be inaccessible to the average user.  We will also need to create a way to change passwords through a “Forgot my password” option. |

# Appendix

## A.1 Additional Technology Choices

Below, are additional technology choices which are not specifically required to achieve the requirements but will assist in achieving these and aid development.

### A.1.1 TypeScript

Due to the members of the team having more experience with statically typed languages, using TypeScript should allow for a lesser learning curve. As TypeScript is a superset of JavaScript all valid JavaScript is also valid TypeScript therefore further reducing the learning curve.

Typescript allows for more advanced IntelliSense to be used, speeding up development as common mistakes, such as accessing an attribute of an object that does not exist, may occur less often as the IDE will warn the developer as they are typing, rather than at compile time.

As the system will be in place after the development team has left, this allows for better maintainability as people who are not familiar with the system can more easily view the return type of functions, the data types of variables and the methods/attributes of objects.

### A.1.2 OAuth

As OAuth2 supports SSO this elevates some of the responsibility of security and ‘out-sources’ this to more well-funded and reputable organizations, such as Google, who have more resources dedicated to security. This will also be a benefit to our users as they do not need to remember another password for our system.

### A.1.3 Message Broker

These are a type of software which sits in the middle between a sender and a receiver. There are two main reasons why a message broker may be used, one of which is to translate between messaging protocols, and to allow communication between the sender and receiver, when one is offline. These do not necessarily apply to this system as we only have access to a single server, if this server is offline for a time, both the message broker and the service would be offline at the same time. For the second point, as there are going to be relatively few services, compared to enterprise grade software, a single messaging protocol can be used to communicate with these services. Message brokers are also used to allow for asynchronous calls but as stated in the main body of the report Node.js supports this regardless and negates this benefit. Therefore, within the scope of this project, it may not be useful to incorporate one of these as it may increase the complexity of the system for little gain.

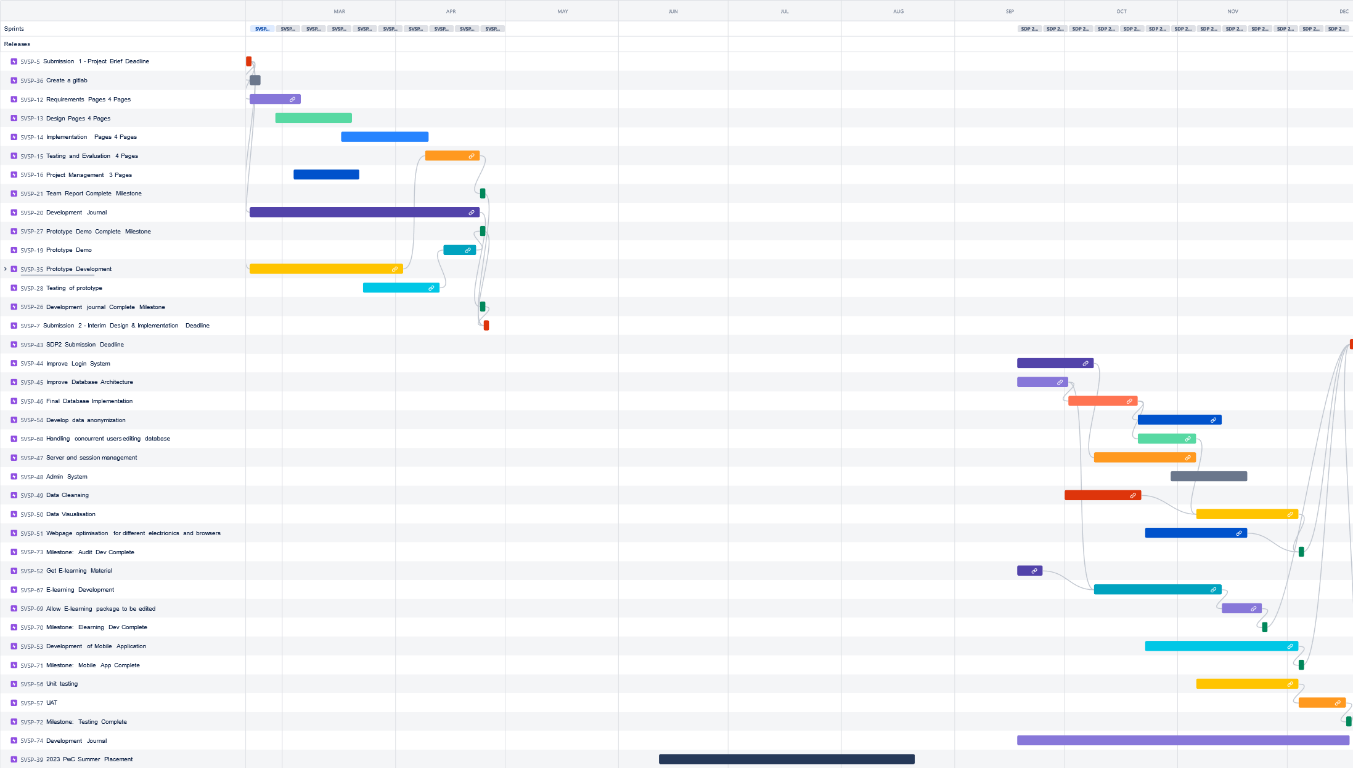
A counterpoint to the above is that when designing systems, it is important to consider that it may grow and therefore having a system agnostic of messaging protocols may be beneficial. Message brokers also allow a message queue to be implemented which could be a novel way to handle the issue of concurrent users, although as mentioned within the main body of the report PostgreSQL supports concurrent users with MVCC.

There are two possible message broker systems, Apache ActiveMQ and RabbitMQ. These are both remarkably similar systems, but Apache ActiveMQ would be the preferred option as it has support for the STOMP protocol and supports more architectural models.

## 

## A.2 Monthly Gantt Chart View

### A.2.1 Whole Monthly View of Project



### A.2.2 Weekly View of CSC3068

A picture containing timeline

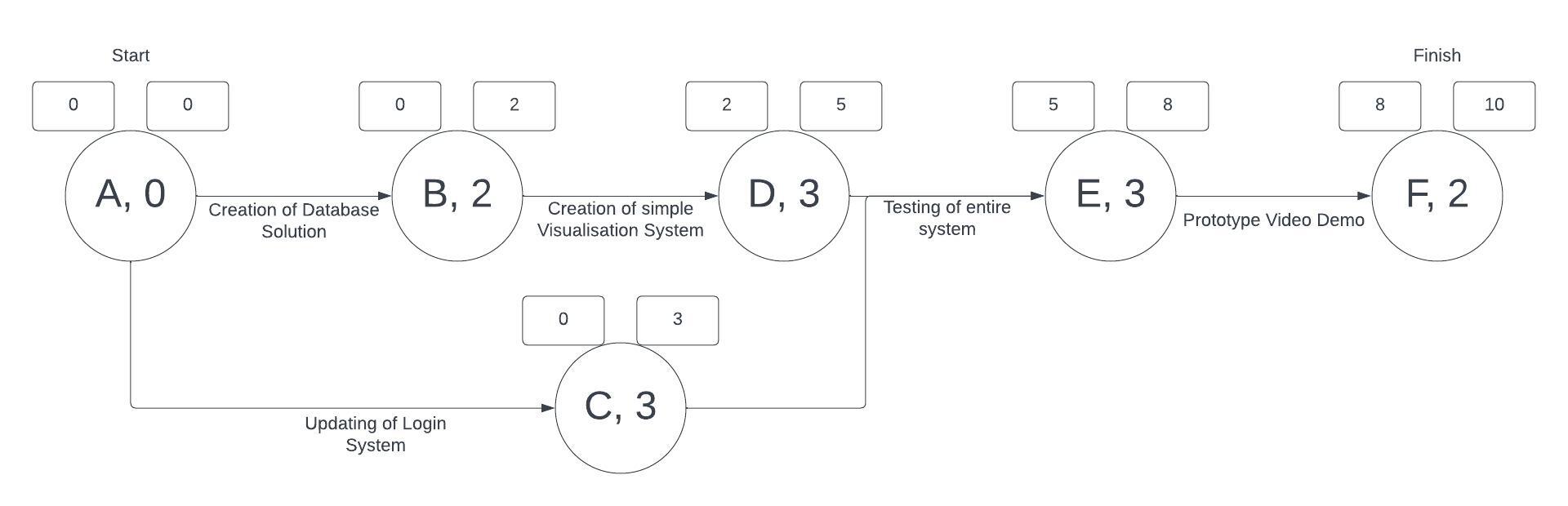
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### A.2.3 Weekly View of CSC3069

A picture containing timeline

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## A.3 Critical Path Analysis



## A.4 User Stories

### A.4.1 Caroline Johnson

Graphical user interface

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### A.4.2 Susan Doherty

Graphical user interface

Description automatically generated

### A.4.3 Keith Donaldson

Graphical user interface

Description automatically generated

## A.5 Draft Requirements

These are a set of draft requirements which are to provide more context to the key requirements, that are stated within the main body of the report.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Requirement**  **Number** | **Requirement Type** | **System** | **Category** | **Description** | **Dependencies** | **Fit Criterion** |
| FR1 | Functional | Audit + E-learning | Login | Allow users to have accounts, in which they can log into the system |  | For a user to be able to create an account, login when a correct username and password is provided and reject a user which provides an incorrect username and password |
| FR2 | Functional | E-learning | Content | Keep track of the user’s place within the e-learning course |  | For the user to resume their previous place within the course |
| FR3 | Functional | Audit + E-learning | GUI | Be available on major types of devices, such as smartphones, tablets and PCs through the chrome web browser |  | For the system to be displayed in an appropriate way on all devices |
| NFR1 | Non-Functional | Audit | Scalability | Be able to support 120 concurrent users |  | The system should be able to handle when 120 users attempt to update the same data, at approximately the same time |
| NFR2 | Non-Functional | Audit | Visualisation | Display PICU data as interactive graphs and charts, such as bar charts |  | For the data, within the database, to be displayed accurately on a variety of charts and graphs |
| NFR3 | Non-Functional | Audit + E-learning | Accessibility | Include accessibility features to improve the user experience for the public, such as support for screen  readers and a high contrast mode | FR15, NFR4, NFR10,  NFR12 | For the system to contain accessibility features, allowing those with disabilities not to be disadvantaged when using the system |
| FR4 | Functional | Audit + E-learning | Login | Allow SSO for users with Google, Facebook and Microsoft accounts |  | The user being able to log into the system using one of their accounts with another service |
| FR5 | Functional | Audit + E-learning | Login | Reset a forgotten password |  | If a user can reset their password, with checks in place to ensure that the individual who is associated with the account is resetting the password |
| FR6 | Functional | Audit | Security | Anonymise the site which data comes from when another site is comparing data |  | For a user to not be able to identify which site the data is related to |
| NFR4 | Non-Functional | Audit + E-learning | Accessibility | Have a high contrast mode to assist visually impaired individuals |  | For the high contrast mode to assist visually impaired individuals |
| NFR5 | Non-Functional | Audit + E-learning | GUI | Contain the PDGUKI branding | NFR6, NFR7 | If the branding of this site matches that of the other sites hosted by PDGUKI |
| NFR6 | Non-Functional | Audit + E-learning | GUI | Use the colour #009999 as the primary colour of the website |  | For the colour #009999 to be used within the site |
| NFR7 | Non-Functional | Audit + E-learning | GUI | To use the PDGUKI logo within the website |  | The logo to be placed in an appropriate position and for it to be identifiable |
| NFR8 | Non-Functional | Audit + E-learning | Security | The passwords should be hashed when stored to ensure security |  | If the passwords are hashed when stored within the database |
| FR7 | Functional | Audit + E-learning | Login | Need to be linked to the current QUB hosted site |  | A hyperlink to be included in the current site that points to this system |
| NFR9 | Non-Functional | E-learning | Content | Content should be broken up into logical 'chapters' |  | For the content to be broken up into chapters which then can be navigated through |
| FR8 | Functional | Audit + E-learning | Login | Store a user's name, email, profession, and geographic location (country level) |  | For the relevant information to be permanently stored on the system |
| NFR10 | Non-Functional | E-learning | Accessibility | Contain information to assist screen readers |  | For a screen reader to 'read' all of the information on the system |
| NFR11 | Non-Functional | Audit + E-learning | Security | Passwords should be 8 characters long, contain at least one number, letter, special character, upper case character and lower-case character |  | A user should not be able to create a password which does not fit the requirements |
| FR9 | Functional | Audit | Content | Process the required calculations based on the audit data |  | Certain calculations will be applied to the audit data and the results of these will be stored |
| FR10 | Functional | Audit | Login | Each PICU must have their own login |  | For a PICU to have an account, which allows a user to log into |
| FR11 | Functional | Audit | Logging | Activity on the audit system must be logged | FR12, FR13, FR14 | What happens on the system should be stored for a period |
| FR12 | Functional | Audit | Logging | The time, date, where and who viewed certain data and visualisations must be stored |  | This data should be stored for a defined period |
| FR13 | Functional | Audit | Logging | The time, date, where, what and who updated data must be stored |  | This data should be stored for a defined period |
| FR14 | Functional | Audit | Logging | The time, date, where, what and who added data must be stored |  | This data should be stored for defined period |
| FR15 | Functional | E-learning | Accessibility | Transcription of videos must be available to users |  | A document which contains the transcript of any videos hosted on the system |
| NFR12 | Non-Functional | Audit + E-learning | Accessibility | Alternative text, for both images and graphs, should be provided for users |  | For all images and graphs to contain alternative text |
| NFR13 | Non-Functional | Audit + E-learning | GUI | Consistency of design across systems |  | For both systems to use the same design template |
| FR16 | Functional | E-learning | Content | Non-technical staff must be able to add new content |  | For the content on the site to be available to add to, in a noncomplex way |
| FR17 | Functional | E-learning | Content | Non-technical staff must be able to edit existing content |  | For the content on the site to be available to edit, in a noncomplex way |
| FR18 | Functional | E-learning | Content | On completion of the course a certificate will be provided to the user |  | A pdf document containing the full name of the user will be provided to them upon completion of the course |

## A.6 References

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