**Standards for Approval of Education Providers and Practice Partners**

**Post Graduate Programmes Leading to Registration**

**Programme Self-Assessment Audit**

**SECTION 1: CONTACT INFORMATION**

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| Education Provider: |  |
| Address: |  |
| Head of Department/School: |  |
| Phone Number: |  |
| Email: |  |
| Programme Contact Person: |  |
| Phone Number: |  |
| Email: |  |
| Programme Coordinator/Leader: |  |
| Phone Number: |  |
| Email: |  |

**IMPORTANT**

Postgraduate Programmes leading to registration must satisfy the NMBI Standards and Requirements for the relevant education programme and the NMBI Nursing and Midwifery Programmes Standards and Requirements (2015).

Submit this application to the NMBI in Word format only. Failure to do so may result in a delay in submission to the Education, Training and Standards Committee.

**SECTION 2: PROGRAMME INFORMATION**

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| Programme Title: |  |
| Level as per NFQ: |  |
| Award Type: |  |
| EU Directive Compliant (Yes/No): (If applicable) |  |
| Recognition of Prior Learning options: |  |
| Programme length: |  |
| Course Approved by Education Body Academic Council? |  |
| Leads to registration in which division?  |  |
| Proposed number of students on the programme per year: |  |
| Website link to course: |  |

**SECTION 3: PROGRAMME DELIVERY STANDARDS FOR EDUCATION BODIES (EB) AND PRACTICE PARTNERS (PP)**

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| **REQUIREMENTS** | **Evidence** | **Reference page in the Curriculum Document** |
| **1. STUDENT ADMISSION AND PROGRESSION** |
| 1.1 | Clear and comprehensive information about the programme is available for prospective post registration learners. |  |  |
| 1.2 | Admission requirements are in line with those specified by NMBI and detail procedures for recognition of prior learning and other inclusion mechanisms. |  |  |
| 1.3 | The mechanism and conditions for learners exiting the education programme before completion are explicit. |  |  |
| 1.4 |  Following any interruption in the education programme the educational provider ensures that the learner meets the education programme learning requirements. |  |  |
| 1.5 | Supports for learners in relation to academic or personal guidance or practical supports are available and made known at the outset of the programme. |  |  |
| 1.6 | Learning supports including reasonable accommodations are available to learners who require them. (EB & PP) |  |  |
| 1.7 | Procedures for a learner exiting a programme before completion are explicit, including exit awards if appropriate. |  |  |

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| **REQUIREMENTS** | **Evidence** | **Reference page in the Curriculum Document** |
| **2. GOVERNANCE AND MANAGMENT** |
| 2.1 | There is a signed Memorandum of Understanding (MOU) between the education body and each of its Practice Partners. (EB & PP) |  |  |
| 2.2 | The school of nursing/department and individual programmes are subject to periodic quality reviews. |  |  |
| 2.3 | Programmes are subject to annual monitoring through the external examiners process. |  |  |
| 2.4 | An Annual Report, inclusive of all of the NMBI approved programmes is prepared in partnership with the Practice Partners and submitted to the NMBI by 31 October each year. (EB & PP) |  |  |
| 2.5 | The management structure supporting the delivery of the programme/s is explicit. It includes the named person with lead responsibility who holds appropriate academic and professional nursing/midwifery qualifications and experience.  |  |  |
| 2.6 | The education body demonstrates financial planning and resource allocation to support the delivery of the programmes for a rolling 5-year period. |  |  |
| 2.7 | Staffing allocations to support the delivery of the programme are maintained. (EB & PP) |  |  |

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| **REQUIREMENTS** | **Evidence** | **Reference page in the Curriculum Document** |
| 2.8 | Teaching and learning resources and facilities support the delivery of the programme. |  |  |
| 2.9 | The programme/units of learning development team comprise representative members of key stakeholders in nursing/midwifery education and practice and service users. (EB & PP) |  |  |
| 2.10 | Staff are provided with opportunities to develop their teaching and learning skills and deepen their knowledge of their areas of expertise. (EB & PP) |  |  |
| 2.11 | Formal grievance, complaints, and appeals policies are available and made known to learners.  |  |  |
| 2.12 | There is public and patient involvement in the review and evaluation of the education programme by the education body. |  |  |
| 2.13 | The education body and practice partners have processes in place to support learners with health problems. (EB & PP) |  |  |

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| **REQUIREMENTS** | **Evidence** | **Reference page in the Curriculum Document** |
| **3. PRACTICE PLACEMENTS** |
| 3.1 | New practice placement sites are audited for their suitability as a quality learning environment, that will support the achievement of the learning outcomes, in advance of learners commencing placements. Notification of new sites is included in the Annual Report submitted to NMBI. (EB & PP) |  |  |
| 3.2 | Existing practice placement sites are subject to 5-year cyclical audits, or when significant changes occur, to ensure their continued suitability as a quality learning environment. (EB & PP) |  |  |
| 3.3 | There are processes in place for post registration learners to evaluate and provide feedback on practice placements. (EB & PP) |  |  |
| 3.4 | There are procedures in place for post registration learners to raise concerns about the perceived safety of a practice placement and follow up with relevant practice partners. (EB & PP) |  |  |
| 3.5 | Post-registration learner allocation to practice placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills, competence, quality individual care and patient safety (EB & PP) | . |  |
| 3.6 | Where a post registration learner is being supervised by health and social care professionals, the setting and achievement of learning outcomes is monitored by a registered nurse. (If applicable) |  |  |

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| **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| **4. CURRICULUM** |
| 4.1 | Curriculum development processes ensure that the programme meets all statutory and regulatory requirements of NMBI and where applicable, the European Directives for nurse registration education programmes (2013/55/Recognition of Professional Qualifications).  |  |  |
| 4.2 | The programme meets the requirements of the relevant award on the National Framework of Qualifications (NFQ).  |  |  |
| 4.3 | Safety of the person and protection of the public is a fundamental, explicit, and continuing component of the programme. |  |  |
| 4.4 | The curriculum model chosen is dynamic, flexible, and evidence-based and utilises a range of teaching and learning strategies. |  |  |
| 4.5 | The curriculum is comprehensively and systematically documented and in line with the programme learning outcomes and **Domains of Competence** specified in **Section 2** of the relevant **Programme Standards and Requirements.**  |  |  |
| 4.6 | Practice placements are integral to the programme. |  |  |
| 4.7 | The curriculum embeds a culture of professionalism and ensures that learners understand the implications of professional regulation including adherence to NMBI's Code of Professional Conduct and Ethics. |  |  |

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| **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| 4.8 | Module descriptors identify the aims, learning outcomes, ECTS credits, indicative content, learner contact hours, effort/self-directed learning hours and assessment strategy. |  |  |
| 4.9 | The curriculum demonstrates a balance between theory and practice leading to the development of reflective practitioners. |  |  |
| 4.10 | The curriculum development team is led by academic staff who are Registered Nurses/Midwives in the relevant division of the register and comprises representative members of key academic and clinical stakeholders.  |  |  |
| 4.11 | Registered nurses/midwives with appropriate professional and academic qualifications and teaching experience deliver the nursing/midwifery modules. |  |  |
| 4.12 | The curriculum articulates opportunities for intentional, shared, interprofessional learning that is designed to enhance collaborative practice with other health care professionals. |  |  |

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|  | **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| **5. ASSESSMENT** |
| 5.1 | The assessment strategy is designed to ensure the post registration learner meets all the required theoretical and practice learning outcomes to complete the programme. |  |  |
| 5.2 | The selection of assessment techniques assesses achievement of learning outcomes at both module and programme level. |  |  |
| 5.3 | Post registration learners are informed about the assessments employed for their programme and about the requirements for progression, including the grading criteria.  |  |  |
| 5.4 | Policies governing absence, failure to submit assessment work, non-attendance at examinations, mitigating circumstances, repeat arrangements, appeals procedures are explicit and available to post registration learners and staff.  |  |  |
| 5.5 | Processes are in place for early detection and feedback on learner performance and supports are available for those at risk of not progressing.  |  |  |
| 5.6 | The assessment strategy for the programme makes clear that compensation between theoretical and clinical practice components is not allowed. |  |  |
| 5.7 | External examiners appointed to the programme are appropriately qualified and experienced. |  |  |

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| **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| **PRACTICE PLACEMENT REQUIREMENTS** |
| **6. Practice Learning Environment** |
| 6.1 | The Practice Placement learning environment audit is completed and available for review. (EB & PP) |  |  |
| 6.2 | Practice placement experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes. (EB & PP) | . |  |
| 6.3 | Practice based learning is supported by preceptors/clinical facilitators from the relevant division of nursing/midwifery who have suitable experience and are familiar with the expected learning outcomes related to practice placement. |  |  |
| 6.4 | Preceptors have completed a competency assessment programme that has been approved by NMBI. Preceptors engage in continuing professional development. (EB & PP) |  |  |
| 6.5 | Assessment of the achievement of learning outcomes and competence development is undertaken in accordance with the relevant competence assessment document.  |  |  |
| 6.6 | Evidence based policies, procedures and guidelines are available to support students in care delivery. |  |  |
| 6.7 | Practice placements implement relevant NMBI professional guidance documents. |  |  |

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| **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| **7. New Provider/New Programme Requirements** |
| 7.1 | There is satisfactory rationale for providing the programme. |  |  |
| 7.2 | The introduction of the programme is supported by the relevant stakeholders. |  |  |

**IMPORTANT: For new education body providers; following submission of this self-assessment, programme(s) seeking approval will be subject to a site inspection. This will be completed prior to submission of the programme to the Education, Training and Standards Committee and the Board for consideration.**

**SECTION 4: MAPPING**

**Mapping documentation must be provided with your submission.**

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| **Requirements** | **Evidence** | **Reference page in the Curriculum Document** |
| **Map the indicative content in the curriculum under each Domain of Competence from** the relevant **Standards and Requirements for the post-registration nursing/midwifery education programme.** |  |  |
| **Show programme learning outcomes** are mapped tothe appropriate **NFQ Level** |  |  |
| **Show module learning outcomes** are mapped and reflect the indicative content within the **Domains of Competence** in the relevant **Standards and Requirements for the post-registration nursing/midwifery education programme.** |  |  |
| **Show module learning outcomes** are mapped to appropriate NFQ Level  |  |  |
| **Show module assessments** are mapped to the module learning outcomes. |  |  |

**SECTION 5: SIGNATURES**

We declare that the programme has met all the requirements of the NMBI Registration Programmes Standards and Requirements

(Note: Please sign and print name)

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**Head of School** **Programme Coordinator/Leader**

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**Date**   **Date**

**SECTION 6: REQUIRED APPENDICES**

Please tick the boxes if you have attached the following documents.

1. Curriculum document [ ]
2. Programme Year Planner [ ]
3. Detailed examination grading scale [ ]
4. Policies on marking/plagiarism/submission/exams/conduct/etc. [ ]
5. Policies/forms for recognition of prior learning [ ]
6. Letter of accreditation from Education Body’s academic council [ ]
7. CVs of academic staff (include NMBI PINs for nurses and midwives) [ ]
8. Programme/Units of learning development team membership [ ]
9. Signed MOUs [ ]
10. Any other documents deemed relevant to the programme [ ]