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### CONTACT INFORMATION

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| EDUCATION PROVIDER |  |
| ADDRESS  |  |
| HEAD OF DEPARTMENT  |  |
| PHONE NUMBER |  |
| EMAIL  |  |
| PROGRAMME CONTACT PERSON  |  |
| PROGRAMME LEADER |  |

### PROGRAMME INFORMATION

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| PROGRAMME TITLE |  |
| Level as per NFQ |  |
| Award type |  |
| ECTS (effort hours) |  |
| New Course submission (Yes/No) |  |
| Re – approval submission (Yes/No) |  |
| If re-submission please list changes  |  |
| Course approved by Academic Council? |  |
| REGISTRATION needed (if applicable) for example: Active registration with NMBI, RANP/RAMP, RCN, RGN, RM, RNID, RNP, RNT, RPHN, RPN  |  |
| Leads to registration? RANP/RAMPRCNRGNRGN/RCN (integrated)RMRNIDRNPRNTRPHNRPNN/A |  |
| PROGRAMME LENGTH**Part time, Full time**  |  |
| MODES OF DELIVERY |  |
| ModulesNumber of Core ModulesNumber of Optional Modules |  |
| HAS PROGRAMME A CLINICAL COMPONENT? YES/NO |  |
| FULL EDUCATION REVIEW DATE BY EDUCATION OFFICER |  |
| NMBI CORRESPONDENCE with EDUCATION PROVIDER |  |
| FURTHER EVIDENCE RECEIVED  |  |
| DATE OF REVIEW BY CHIEF EDUCATION OFFICER |  |
| DATE FORWARDED TO VALIDATION & STANDARDS |  |
| OUTCOME from Validation and Standards |  |
| DATE FORWARDED TO Education and Training Committee  |  |
| OUTCOME from Education and Training Committee  |  |
| Response to conditions  |  |

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| **Website link to course if applicable (HEI link)**  |  |
| **Course subject/s (from list of 106 for website)** |  |

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| Academic Governance Details of the education provider’s academic governance structure, which ensures quality assurance in terms of excellence in teaching and learning, integrity of assessment processes, evidence based practice, and ongoing review and evaluation | Evidence (link to relevant pages in the curriculum document) | NMBI use |
| Educational providers respond to change and needs affecting professional, educational, health, policy, social, and economic issues |  |  |
| Educational providers keep appropriate records including records for the conferment of professional and academic awards |  |  |
| The process for monitoring student attendance is declared |  |  |
| Organisational structures supporting the management of the educational programme/units of learning are explicit |  |  |
| Education providers have a post-registration committee/local joint working group, with representatives of the key stakeholders, including service-users |  |  |
| The staff resource supports the delivery of the education programme/units of learning at the stated professional, clinical and academic levels |  |  |
| Lecturers/tutors are involved in clinical practice and its development |  |  |
| Nursing/midwifery subjects are developed and taught by registered nurses/midwives with appropriate professional, clinical and academic qualifications and teaching expertise in the subject matter |  |  |
| A mechanism for staff development which prepares staff to deliver the education programme/units of learning including the provision for maintaining nursing/midwifery expertise and credibility is identified |  |  |
| Educational providers provide administrative and clerical support for all educational activity |  |  |
| Educational providers provide educational resources/facilities (including library, computer, audio-visual & accommodation) to meet the teaching and learning needs of the specific post-registration programme/units of learning |  |  |
| Mechanisms for learner admission to the nursing and midwifery education programme/units of learning ensure that the stated entry requirements are met. This should include specific mechanisms for the recognition of prior learning. The mechanism and conditions for learning exiting the education programme/units of learning before completion are explicit |  |  |
| Following any interruption in the education programme/units of learning the educational provider ensures that the learner meets the education programme/units of learning requirements |  |  |
| The mechanism for learner support in relation to student services, facilities and academic and clinical guidance is explicit |  |  |
| The educational provider provides an annual programme report on the education programme/units of learning including the external examiner’s report to the NMBI  |  |  |
| Programme Design and Development Description of educational theory that is applied to support the programme in terms of guiding delivery of curriculum content, varying student learning styles and contexts, stimulating student engagement, enabling achievement of the learning outcomes, scaffolding learning throughout the programme, facilitating deep rather than surface learning, developing and enhancing intellectual skills in inquiry, analysis and synthesis, building clinical leadership and clinical scholarship, enabling intra-professional and inter-professional learning for collaborative practice | Evidence (link to relevant pages in the curriculum document) | **NMBI use only** |
| Curriculum design and development reflect research and evidence based educational theory and health care theory, policy and practice. National and International benchmarks should inform curriculum development |  |  |
| The curriculum model chosen should be dynamic and flexible to allow for changes in nursing/midwifery practice and health care delivery |  |  |
| Theoretical and clinical learning experiences and the learning environment must support the achievement of the aims and objective/outcomes of the programme/units of learning |  |  |
| The programme’s learning outcomes are mapped to the appropriate **level** of standards as outlined in the [*Standards and Requirements for Post Registration Education Programme*](http://www.nmbi.ie/ECommerceSite/media/NMBI/Publications/Post-registration-nursing-midwifery-programmes.pdf?ext=.pdf)  |  |  |
| Programme/units of learning design and development are led by registered nurse tutors or nurse/midwifery lecturers with a teaching qualification and is supported by academic and clinical experts including inter-disciplinary professional as appropriate in collaboration with others and is guided by professional nursing/midwifery knowledge which is evidence/research based |  |  |
| Development and delivery of the programme/units of learning are supported by current published evidence for example relevant legislation, policy, strategy documents, literature |  |  |
| The programme/units of learning are strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects and clinical competence over the education programme |  |  |
| The programme/units of learning are based on a range of teaching- learning strategies (including e-learning and blended learning) to assist the development of a knowledgeable, safe and competent practitioner and to equip her/him with the life-long skills for problem-solving and self -directed learning |  |  |
| The programme/units of learning design reflects various methods of teaching/learning and provides a balanced between lectures, tutorials, workshops, small group interactions, demonstrations, practical work/clinical; and self-directed study |  |  |
| The programme/units of learning equip the students/participants with an appropriate level of knowledge, research awareness and critical analysis |  |  |
| The awarding body accreditation of programme/units of learning is explicit |  |  |
| Process to facilitate access, transfer and progression are explicit within the programme/unit of learning |  |  |
| Clinical Practice/Clinical Competence (if appropriate)  | Evidence (link to relevant pages in the curriculum document) | **NMBI use only** |
| Clinical practice experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes |  |  |
| Clinical placements are based in health care institutions, which are audited/approved by the Programme/Units of Learning team and satisfy [NMBI post registration standards and requirements](http://www.nmbi.ie/Education/Standards-and-Requirements/Post-Registration-Nursing-Midwifery) |  |  |
| The healthcare institution(s) used for clinical placements are required to have in place:Arrangements for monitoring and improving patient safety* Evidence based practice guidelines to support appropriate standards of care and for systematic approaches to nursing care.
* Policies that support audit
* Risk Management systems
* Adverse event reporting system
* Policies that support good practice in recording clinical practice
* Policies to address complaints/concerns
* Mechanisms to support interdisciplinary team working
* A structure within which concerns around clinical practice are raised and addressed
* Mechanisms to involve service users in the development and review of healthcare provision; and
* Evidence of clinical and educational audit for each placement site used in education and training of registrants

The selection of areas for clinical practice experience reflects the scope of the health care settings and supports the achievement of the learning outcomes of the post-registration education programme/units of learning  |  |  |
| Post-registration learner allocation to clinical placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills, competence, quality patient care and patient safety |  |  |
| Clearly written learning outcomes/objectives appropriate to the clinical area are developed and are available to ensure optimal use of valuable clinical experience. These learning outcomes/objectives are revised necessary |  |  |
| Post-registration learners and all those involved in meeting their learning needs are fully acquainted with the expected learning outcomes related to that clinical placement |  |  |
| Lecturers and nurse/midwifery tutors, in liaison with the appropriate clinical staff (clinical facilitators, preceptors, clinical managers and practice development co-ordinators)guide and support the learners in ensuring that the clinical placement provides an optimum quality learning environment |  |  |
| **Assessment Process**The Assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the post –registration nursing and midwifery education programme /units of learning | Evidence (link to relevant pages in the curriculum document) | **NMBI use only** |
| Students are provided with information pertaining to the assessment process, progression rules and requirements, at the beginning of the programme |  |  |
| The level, number, variety, and context of assessments are consistent with achieving the stated learning outcomes |  |  |
| Both formative and summative assessments exist across the programme to enhance individual and group learning and inform student progression |  |  |
| Evidence of collaboration between education provider and health care provider involved in clinical competence assessment in terms of selecting, implementing, and evaluating assessment methods |  |  |
| A range of assessment instruments (validated where possible) are used in assessing clinical components to evaluate knowledge, skills, and behaviours to meet the learning outcomes |  |  |
| Assessments measures, where appropriate, demonstrate the integration and application of theory to patient care learned throughout the programme/units of learning and requires the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice |  |  |
| Grading criteria indicating the standard for a pass award is required for theoretical and clinical practice competency assessments as award/grading mechanism, which acknowledges higher achievements by the student/participant, is recorded |  |  |
| Marks and standards and assessments regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the education programme/units of learning are explicit |  |  |
| Ultimate accountability for the assessment of students in relation to achievement of clinical competence components is specified |  |  |
| Evidence of policies and procedures to ensure fairness, reliability, validity and transparency in assessing students |  |  |
| Evidence of policy and procedure governing maintenance of integrity of assessment processes |  |  |
| Scope for compensation between modules must be explicit within the curriculum. Compensation between theoretical and clinical components of assessment in any programme is prohibited  |  |  |
| The education provider must make explicit the number of repeat attempts permitted for failed elements of assessment |  |  |
| The role of the external examiner is explicit and functions to maintain quality and standard of the programme, ensures assessment strategies are reliable and equitable and students are treated fairly |  |  |
| **External Examiners** | Evidence (link to relevant pages in the curriculum document) | **NMBI use only** |
| External Examiners have an important role in maintaining the standard of post-registration nursing and midwifery education programme/units of learning by providing an independent view about their content, structure, organisation and assessment. The third level institutions in collaboration with the relevant educational providers appoint external examiners in accordance with specified internal and external criteria. (see below) |  |  |
| External examiners for post registration nursing and midwifery education programme/units of learning:* Are registered Nurses/Midwives with professional qualifications appropriate to the post-registration programme/units of learning being examined.
* Have experience in examining and assessing post-registration students.
* Have experience in development, management, delivery and evaluation of post-registration programme/units of learning.

The mechanism whereby the external examiner is provided with relevant documentation participates in decision-making concerning their programme/units of learning and has membership of the Examination Boards of the respective institutions, is explicit |  |  |
| An abridged CV of the external examiner is explicit within the submission |  |  |
| Education provider policies and procedures relating to credit transfer or the recognition of prior learning that are consistent with National Framework Qualifications (NFQ) national principles |  |  |
| Education provider policies and procedures in relation to mechanisms and conditions for transferring to another education provider, interruption in delivery of programme and /or exiting the programme |  |  |
| Particulars in relation to entry criteria are explicit (**for example** five years post registration experience and three years experience in the chosen speciality or registered in a particular division of the register) |  |  |
| Programme Content (Evidence Based Practice) And Associated Teaching and Learning Methodologies | Evidence (link to relevant pages in the curriculum document) | NMBI use only |
| Programme structure and delivery modes, including online components are specified |  |  |
| Programme aims, objectives, content, learning outcomes are linked to appropriate assessment methodologies |  |  |
| The programme is based on a range of teaching-learning strategies to assist the development of a knowledgeable, safe and competent practitioner and to equip him/her with the lifelong skills for problem solving and self-directed learning |  |  |
| **Quality Improvement and Risk management** | Evidence (link to relevant pages in the curriculum document) | NMBI use only |
| Responsibility for control of programme development, monitoring, review, evaluation and quality improvement is explicit |  |  |
| Processes for regular programme review, incorporating feedback from students, academic staff, clinical supervisors/mentors, clinical assessors, others contribute to programme improvement that improves the experience of theory and practice learning for students |  |  |
| Regular evaluation and revision of programme content to include current and emerging issues, national and international health and social policy  |  |  |
| The programme/units of learning design include an evaluation strategy which captures evaluation feedback from a broad range of stakeholders including the student, the clinical sites and service users |  |  |

# Standards and Requirements[[1]](#footnote-1)

The education provider must provide evidence that the post-registration education programme demonstrates the highest standards of professional education & training to student, which enable them to meet the learning outcomes, with due regard to issues such as evolving public or service need, clinical audit, patient safety, educational and clinical quality and student access.

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| Decision of the Education Officer  |  |
| Decision of the Chief Education Officer  |  |
| Decision of Validation and Standards Committee |  |
| Decision of Education and Training Committee |  |
| Decision of the NMBI Board |  |

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| **Approval period start date:****Approval period expiry date:** |  |

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| **Summary of course for website:** |  |

1. An Bord Altranais (2010) [Requirements and Standards for Post-Registration Nursing and Midwifery Education Programme](http://www.nmbi.ie/ECommerceSite/media/NMBI/Publications/Post-registration-nursing-midwifery-programmes.pdf?ext=.pdf) – Incorporating the National Framework of Qualifications [↑](#footnote-ref-1)