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| NMBI |
| 3.2 Standards for the Approval of the Higher Education Institutions, Associated Health Care Provider Services and Educational Programmes Leading to Registration as Advanced Nurse Practitioners (ANP) |
| Self- Assessment Audit Tool |

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| Revised9/8/2017 |

# Name of education provider:

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**CONTACT INFORMATION**

|  |  |
| --- | --- |
| **EDUCATION PROVIDER** |  |
| **ADDRESS**  |  |
| **HEAD OF DEPARTMENT**  |  |
| **PHONE NUMBER** |  |
| **EMAIL**  |  |
| **PROGRAMME CONTACT PERSON**  |  |
| **PROGRAMME COORDINATOR/ LEADER** |  |

**PROGRAMME INFORMATION**

|  |  |
| --- | --- |
| **PROGRAMME TITLE** |  |
| **Level as per NFQ** |  |
| **Award Type** |  |
| **ECTS and Effort Hours** |  |
| **New Course Submission (Yes/No)** |  |
| **Re – Approval Submission (Yes/No)** |  |
| **If re-submission please list changes**  |  |
| **Course Approved by HEI 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** |  |
| **MODULES**Number of Core ModulesNumber of Optional Modules |  |
| **HAS PROGRAMME A CLINICAL COMPONENT?** YES/NO |  |
| **FULL EDUCATION REVIEW DATE BY PROFESSIONAL OFFICER** |  |
| **NMBI CORRESPONDENCE with EDUCATION PROVIDER** |  |
| **FURTHER EVIDENCE RECEIVED**  |  |
| **DATE FORWARDED TO THE NMBI COMMITTEE**  |  |
| **OUTCOME FROM THE EDUCATION & 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)** |  |

In order to demonstrate that the programme is fit for purpose and meets the criteria for professional approval, the education provider is required to identify and describe the evidence required under each of the indicators as outlined in the table below. Each of the eight headings reflects the criterion and standard statements plus a series of indicators outlined in NMBI (2016) *section 3.2 Standards for the Approval of the Higher Education Institutions, Associated Health Care Provider Services and Educational Programmes Leading to Registration as Advanced Nurse Practitioners.*

Reference:

*NMBI (2017) Advanced Practice (Nursing) Standards and Requirements. Nursing and Midwifery Board of Ireland, Dublin*.

**3.2. Additional Criteria for Education Programmes for the purpose of Registration as an Advanced Nurse Practitioner**

#  3.2.1 . Curriculum Design, Content and Development

**Criterion:**

Curriculum design and development should reflect current evidence-based educational theory, healthcare policy and advanced practice nursing. The curriculum chosen should be dynamic and flexible to allow for changes in advanced practice nursing and healthcare delivery and the development of evidence based professional advanced practice in response to educational, health, social, cultural and economic change.

**Standard:**

**The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice, in order to achieve the learning outcomes, proficiency and competences for advanced practice nursing.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | The programme of study is designed at Level 9 on the National Framework of Qualifications (QQI 2014). |  |  |
| 2 | Curriculum design and development ensures the programme meets all legislative and statutory requirements and is guided by the **Criteria for Registration as an Advanced Nurse Practitioner** established educational theory, professional knowledge, advanced practice nursing science, and contemporary healthcare practice and policy. The curriculum may offer opportunities for shared international, interdisciplinary learning that is designed to enhance collaborative advanced practice nursing with other healthcare professionals |  |  |
| 3 | The programme demonstrates consistency with the Board’s **Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives** and the **Scope of Nursing and Midwifery Practice Framework** |  |  |
| 4 | The programme focuses on safety of the person and protection of the public which are integral, explicit and continuing components within the curriculum |  |  |
| 5 | The programme of study reflects collaboration, consultation, engagement and participation with people who access the service and/or advocate for the person receiving advanced practice nursing care |  |  |
| 6 | The programme of study demonstrates the delivery of person-focused advanced nursing practice that respects the autonomy, dignity and rights of the person receiving care to make health and life choices, as integral, explicit and continuing components within the curriculum |  |  |
| 7 | The curriculum development team is led by academic staff who are Registered Nurse Tutors, or hold academic and teaching qualifications and experience deemed equivalent and approved by the NMBI. The curriculum development team comprises representative members of key academic and clinical stakeholders in advanced nursing practice, and should include all disciplines relevant to the specialist area of advanced practice |  |  |
| 8 | The curriculum describes the range of knowledge, competences, skills and professional attributes designed to assist the development of competent, knowledgeable and reflective advanced practitioners capable of accepting personal and professional accountability for delivering evidence-based advanced practice nursing |  |  |
| 9 | Module descriptors identify aims, learning outcomes, syllabus content, learner contract hours, learner effort/self-directed learning hours and assessment strategy(s). The curriculum articulates how the student is expected to achieve the expected learning outcomes of the programme. |  |  |
| 10 | Programme learning outcomes are Mapped to appropriate NFQ Level and standards for nursing/midwifery post registration education programmes. (See Appendix 5 & 6 of Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications (NMBI 2010). |  |  |
| 11 | All Module learning outcomes are mapped to appropriate NFQ Level and standards for nursing/midwifery post registration education programmes. (See Appendix 5 & 6 of Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications (NMBI 2010). |  |  |
| 12 | All module assessments are mapped to the module learning outcomes. |  |  |

3.2.2 Learner Entry, Admission, Transfer, Discontinuation and Completion

**Criterion**:

The Higher Education Institution should provide explicit information to applicants and potential students as to the minimum entry requirements for admission to, transfer, discontinuation from, and completion of the programme of study. At the outset of the programme, the HEI should provide students with information on academic support, personal guidance, learner services and academic facilities.

**Standard:**

**The Higher Education Institution demonstrates a commitment to fair and transparent processes for student admission, entry, transfer, discontinuation and completion as per the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators for Advanced Practice Nursing programmes of education.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | Information specifies entry and programme requirements in relation to the Higher Education Institution and Associated Healthcare Provider(s) requirements in terms of signed declarations relating to arrangements for clinical supervision, clinical governance, and the Board’s **Scope of Nursing and Midwifery Practice Framework** |  |  |

# 3.2.3. Programme Governance

**Criterion:**

This programme is governed by a Local Joint Working Group/Strategic Group for Advanced Practice Nursing with membership drawn from key stakeholders from the Higher Education Institution, Associated Healthcare Providers and patient representative/patient advocacy groups. The programme should be well organised with clear governance, managerial, operational and reporting structures. Systems for programme evaluation should be robust and transparent.

**Standard:**

**Delivery and development of the programme of education must be co-ordinated through joint Higher Education Institution and Associated Healthcare Provider(s) governance with mechanisms in place to ensure compliance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements, in addition to these additional indicators for Advanced Practice Nursing programmes of education**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | The relationship between the HEI and each Associated Healthcare Provider(s), in relation to students’ clinical supervision and competence assessment, is specified in a formal Memorandum of Understanding that is subject to review on a five-yearly basis, or earlier, if deemed necessary by the HEI, AHCP, NMBI or other relevant authority |  |  |
| 2 | The programme of study adheres to all statutory and regulatory requirements, including a policy for dignity and respect |  |  |
| 3 | The Local Joint Working Group/Strategic Group is responsive to programme change in line with the Department of Health Reform Agenda and population focus |  |  |
| 4 | A governance agreement is in place within the Higher Education Institution in respect of financial and staffing resources to support the delivery of the educational programme for the five year approval period |  |  |
| 5 | Confirmation of institutional support for the long–term security of the programme is explicit with appropriate and adequate resources and facilities being made available to meet the teaching and learning needs of students |  |  |
| 6 | Structures are in place to facilitate the participation of academic and clinical staff, including registered advanced nurse practitioners and students in the relevant deliberation, decision- making and evaluation processes |  |  |
| 7 | A mechanism for staff development, including academic staff and clinicians involved in delivery and assessment of teaching and learning, is declared. |  |  |

# 3.2.4. Clinical Supervision and Learning Resources

**Criterion:**

The Higher Education Institute and its Associated Health Service Provider(s) should provide adequate guidance and support for students’ learning throughout the programme of study to foster an effective learning climate as per the Board’s **Post Registration Nursing and Midwifery Programmes Standards and Requirements**. Both the HEI and its AHCP(s) should provide adequate financial and human resources in terms of academic, administrative, supervisory and clinical personnel to ensure the effective delivery of teaching, learning and assessment. Such resources should support programme administration, research activity and professional development of the staff involved in programme delivery.

**Standard:**

**There is evidence of the commitment of adequate resources by the HEI and its Associated Health Service Provider(s) for effective support, guidance and supervision of students. The HEI and its Associated Health Service Provider(s) routinely monitor and review the effectiveness of support services available to students and implement necessary improvements.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | Processes for monitoring of learner achievement, including demonstration of competence relevant to context of practice, completion and progression are accurate, available, fair, and transparent. |  |  |

# 3.2.5 Assessment Strategies

**Criterion**:

Assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the advanced practice nursing education programme as per the Board’s **Post Registration Nursing and Midwifery Programmes Standards and Requirements**. Assessment of academic achievement, progression, and completion must be effective, fair and transparent. Learners should be assessed using published criteria, procedures and regulations that are applied consistently and are subject to internal and external verification.

**Standard:**

**The assessment of learning is a continuous process that demonstrates a balanced and integrated distribution throughout the educational programme for advanced practice nursing that is verified through the external examination process.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | Curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes for advanced practice nursing relevant to context of practice |  |  |
| 2 | The assessment strategy ensures that students meet the programme’s intended learning outcomes and competences for advanced practice nursing to facilitate progression to registration in the Advanced Nurse Practitioner Division of the Register maintained by the Board. |  |  |

# 3.2.6 Development of Clinical Competence for Advanced Practice Nursing

**Criterion**:

Students must develop expert practice and competence in hospitals, community, health services, social care settings or other sites deemed relevant to the profession. Selection of sites is dependent on service needs in terms of advanced practice nursing. Preparation of clinical placement sites/service occurs in partnership between the HEI and its Associated Healthcare Provider(s), to ensure that the student gains adequate learning opportunities to facilitate the development of competences in advanced practice nursing.

**Standard**:

**The Higher Education Institution and its Associated Healthcare Provider(s) ensure that the student gains adequate learning opportunities to facilitate the development of competences for advanced practice nursing. Advanced practice nursing practice areas are subject to audit. The area(s) of advanced nursing practice, whether in a hospital setting, community/primary healthcare service, social care, or other healthcare setting, is subject to audit of the clinical learning environment in accordance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | The number of theoretical and supervised clinical hours must be consistent with the acquisition of competence in compliance with the **Criteria for Registration as an Advanced Nurse Practitioner** |  |  |
| 2 | Students who apply to complete the programme of education for advanced practice nursing must consider the **Criteria for Registration as an Advanced Nurse Practitioner** |  |  |
| 3 | The area of specialist practice provides an effective learning environment to support the achievement of advanced practice nursing competences |  |  |
| 4 | Named academic staff in collaboration with named clinical supervisors monitor the quality of learning environment and guide and support the students, ensuring that practice placements provide an optimum learning environment for advanced practice nursing |  |  |
| 5 | Link lecturer support for students and clinical supervisor(s) is explicit. |  |  |

# 3.2.7. Clinical Supervision and Competence Assessment

**Criterion**:

Practice-based learning forms a mandatory and essential component of the advanced practice nursing education programme to enable learners to develop the domains of competence to become safe, caring, competent autonomous decision-makers who are willing to accept personal and professional accountability for evidence-based expert nursing care at advanced practice level.

**Standard:**

**Clinical supervisors (medical practitioners/registered advanced nurse practitioners/and others deemed suitable by the Nursing and Midwifery Board of Ireland) as assessors of advanced practice nursing are appropriately qualified, prepared for, and supported, in the role of clinical supervisor and assessor of competence in accordance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | Clearly written up-to-date learning outcomes/objectives appropriate to agreed practice specific competences are available and accessible to guide each students learning and achievement of competence at advanced practice level |  |  |
| 2 | Students, and all those involved in meeting their learning needs, are fully acquainted with the expected learning outcomes relating to agreed practice specific competences |  |  |
| 3 | Students are assigned to a named appropriate clinical supervisor for the duration of the programme to provide support and supervision and assist them to develop evidence-based knowledge, competence, know-how and skills to assess learning. Protected time is agreed for clinical supervision and assessment of competence |  |  |
| 4 | Evaluation of learning in clinical practice and the development of practice specific competences incorporate feedback from students, clinical supervisors, link lecturers, persons who access the service, and other members of the multidisciplinary team. |  |  |

# 3.2.8 Quality Assurance and Enhancement Mechanisms

**Criterion:**

The strategy, policy and procedures for quality monitoring, assurance and enhancement of education and training for Advanced Practice nursing should have formal status within the Higher Education Institution and its Associated Healthcare Provider(s), are publicly accessible and include a role for students, lecturers, clinical experts, people who access the service, clinical supervisors and others involved in the programme.

**Standard:**

**The Higher Education Institution and its Associated Healthcare Provider(s) demonstrate a commitment to the fostering of a culture for continuous quality improvement with written evidence outlining the systems and outcomes of quality monitoring and enhancement in accordance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.**

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|  | **Indicators** | **Evidence** | **Reference page** **in Document** |
| 1 | The HEI and its Associated Healthcare Provider(s) ensure quality assurance indicators are identified and measured in relation to the availability of reports, quality reviewing, resources, needs analysis, clinical supervision/mentoring, clinical accountability and responsibility and governance for quality |  |  |
| 2 | Evidence of competence assessment process and related documentation |  |  |
| 3 | Evidence of research awareness and the application of research findings among relevant clinical practitioners |  |  |
| 4 | Clearly written clinical learning outcomes and associated clinical competence assessment documents to support learners achieve advanced practice and clinical competence, which are specifically adapted to practice specific competences relevant to the particular specialist area of advanced practice nursing |  |  |
| 5 | Students, clinical supervisors, link lecturers, clinical nurse managers, RANPs, allied professionals who facilitate learning, and all those engaged in the programme of education are familiar with the clinical learning outcomes and requirements for clinical competence assessment |  |  |
| 6 | Evidence of current evidence-based policies, procedures, guidelines, and processes to support practice specific competence attainment |  |  |
| 7 | Mechanisms to evaluate practice specific competence attainment for advanced practice nursing are established. |  |  |
| 8 | An abridged CV of the external examiner is explicit within the submission. |  |  |

**SECTION 4: STANDARDS FOR APPROVAL OF EDUCATIONAL PROVIDERS AND HEALTH CARE PROVIDERS**

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| --- | --- | --- |
|  | **Yes** | **No** |
| The requirements of standard 3.2.1 Curriculum Design and Development and its 12 indicators (3.2.1.1 to 3.2.1.12) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.2 Learner Entry, Admission, Transfer, Discontinuation and Completion and its 1 indicator has been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.3 Programme Governance and its 7 indicators (3.2.3.1 to 3.2.3.7) have been met and are explicit in the curriculum document.  |  |  |
| The requirements of standard 3.2.4 Clinical Supervision and Resources and its 1 indicator has been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.5 Assessment Strategies and its 2 indicators (3.2.5.1 to 3.2.5.2) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.6 Development of Clinical Competence for Advanced Practice Nursing and its 5 indicators (3.2.6.1 to 3.2.6.5) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.7 Clinical Supervision and Competence Assessment and its 4 indicators (3.2.7.1 to 3.2.7.4) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3.2.8 Quality Assurance Enhancement Mechanisms and its 7 indicators (3.2.8.1 to 3.2.8.8) have been met and are explicit in the curriculum document. |  |  |
| Submit an electronic copy of the curriculum document. |  |  |

We declare that the programme has met all the requirements of the NMBI (2007) *Requirements and Standards for Education Programmes for Nurses and Midwives with Prescriptive Authority* and NMBI (2010) *Requirements and Standards for Post – Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications*. These standards and requirements are indicated and explicit in the submitted curriculum document.

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 Head of School Programme Coordinator/ Leader

**Note:** Please sign over printed name

**Standards and Requirements**

The education provider must provide evidence that the 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.

|  |  |
| --- | --- |
| **Decision of the Professional Officer**  |  |
| **Decision of the Education and Training Committee** |  |
| **Decision of the NMBI Board** |  |
|  **Approval period start date:** |  |
|  **Approval period expiry date:** |  |
|  **Summary of course for website:** |  |

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