Graduate Entry Nursing
General Registration
Education Programme
Standards and Requirements

(First Edition)

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**Bord Altranais agus
Cnáimhseachais na hÉireann**

**Nursing and Midwifery
Board of Ireland**

This is the first edition of the *Graduate Entry General Nurse Registration Education Programme Standards and Requirements*, 2023.

About NMBI

Protecting patients and other members of the public is at the heart of what we do at the Nursing and Midwifery Board of Ireland (NMBI). We are committed to fulfilling this objective by supporting registered nurses and midwives in their provision of the highest standard of patient care.

Among our core functions are:

- maintaining the Register of Nurses and Midwives and a Candidate Register for student nurses and midwives
- setting the standards for the education and training of nurses and midwives
- approving programmes of education necessary for registration and monitoring these programmes on an ongoing basis
- supporting registrants by providing appropriate guidance on professional conduct and ethics for both registered nurses and midwives
- investigating and considering complaints against nurses and midwives.

For more information, please visit our website at www.nmbi.ie.

Nurses and Midwives Act 2011

The Nurses and Midwives Act 2011, as amended, and accompanying Nurses and Midwives Rules provide for the titles of recognised qualifications under the Register of Nurses and Midwives.

For information on the Act and the Rules please visit: https://www.nmbi.ie/What-We-Do/Legislation.

Approval of education bodies (EBs) and practice partners

Details of the approval of education bodies (EBs) and practice partners for the provision of such programmes are published on our website.

Glossary

A full glossary of all terms used here and in other NMBI publications is published on our website.

Contents

Introduction

The Nursing and Midwifery Board of Ireland's (NMBI's) role is to promote high standards of professional education, practice and professional conduct among nurses and midwives. We are mandated by the Nurses and Midwives Act 2011, as amended, to set standards and requirements for registration programmes. These standards and requirements provide guidance for education bodies (EBs) and practice partners for the preparation of curricula and delivery of nursing education programmes.

This is the first edition of the *Graduate Entry Nursing General Registration Education Programme Standards and Requirements*. These standards and requirements provide an education pathway for people who already hold a National Framework of Qualifications (NFQ) level 8 undergraduate bachelor's degree and wish to complete an education programme leading to registration as a general nurse. They are aligned with the competencies in the NMBI *Nurse Registration Programmes Standards and Requirements* (2016 amended 2022).

The purpose of this document is to provide guidance for developing flexible, innovative and practice-oriented general nursing graduate entry education programmes. This guidance is aimed at EBs and their practice partners involved in the education of Registered General Nurses (RGN). The policies and procedures of the EBs and the practice partners must meet the standards and requirements as specified by NMBI.

The development of these standards involved multiple rounds of consultation and discussion with key stakeholders including registrants, relevant heads of nursing and academic curriculum leads, practice partners, and public representative groups over an extended period. They were submitted for review to the NMBI Education, Training and Standards Committee and were approved by the Board.

It is divided into three sections:

Section 1 outlines the governance and legislation for Graduate Entry General Nursing Education Programmes

Section 2 outlines the standards for Graduate Entry General Nursing Education Programmes

Section 3 refers to the requirements for the approval of EBs, practice partners and education programmes leading to registration.

01

Governance and Legislation for Graduate Entry General Nurse Registration Education Programme

These standards and requirements are governed by the Nurses and Midwives Act 2011, as amended, and by the Nurses and Midwives (Education and Training) Rules 2018, amended 2020. For more information on the Act, and on the Nurses and Midwives Rules, visit the 'What We Do/Legislation' section of NMBI's website.

NMBI has a statutory responsibility to approve education bodies (EBs) and their practice partners in respect of nursing education programmes. Details of approval of EBs and practice partners for provision of such education programmes are published on our website.

Graduate entry nursing programmes must comply with EU Directive 2005/36/EC and 2013/55/EU which describe the requirements for the training of general nurses.

02

Graduate Entry Nursing General Registration Education Programme Standards

2.1 Minimum entry requirements

Students undertaking the graduate entry nursing general education programmes must:

- hold a minimum of a 2:2 in a National Frameworks Qualification (NFQ) level 8 bachelor degree, and
- meet the criteria set by the individual EBs to include:
  - Recognition of Prior Learning (RPL) or portfolio as applicable
  - Interview (optional if clarification is sought regarding portfolio)
  - Two references (one to be academic)
  - English language competence.

2.2 Purpose of the Programme

The purpose of the graduate entry nursing general education programme is to ensure that on completion of the programme the student is equipped with the essential knowledge, values, attitude and skills necessary to be a competent and professional Registered General Nurse (RGN). The RGN will be competent to practise safely and with a person-centred approach in home-based, primary, community, acute and specialist care. The academic standard and terminal award for this programme is at NFQ level 8.

2.3 Programme learning outcomes

Programme learning outcomes are devised by the programme provider to reflect theoretical and practice instruction to enable the student to achieve competencies for registration as a general nurse and are determined by the academic level at which the programme is set.

2.4 Domains of competence and indicative content

Domains of competence

The domains of competence are distinguishable areas of competence that collectively represent a general descriptive framework for the nursing profession (Englander et al., 2013). Each domain comprises of a specific competency statement with corresponding indicators of capacity, the aim of which is to assist with the assessment of a student's professional competence.

The domains of competence are consistent with NMBI's *Nurse Registration Programmes Standards and Requirements* (2016 amended 2022). The overall assessment of competence instrument is the NMBI National Competency Assessment Document (NCAD) and must be completed for each student. A collaborative approach should be applied when assessing the students, as the assessor will consult with colleagues in determining the student's competence.

This will involve: Clinical Nurse Managers (CNMs), Practice Placement Support Person (for example, Clinical Placement Coordinators, Clinical Facilitators), Nurse Practice Development Coordinators (NPDCs), Preceptors, Academic Nursing Lecturers and Heads of School of Nursing for the EBs. Both the education programme and practice placement should provide opportunities for the student to develop their knowledge, skills and competence to deliver safe and effective care in diverse healthcare settings.

Indicative content

Due to the changing nature of nursing and healthcare services, the general nurse must be able to respond effectively to the existing and emerging health needs and demands of the population. The list of topics provides an indication of the content for the graduate entry nurse general education programme, while recognising that the programme content should change as healthcare changes to remain current. This allows for the continuing development of subject matter and to accommodate evolving trends.

Domain 1: Professional values and nurse conduct

Performance criteria

Knowledge and appreciation of the virtues of caring, compassion, commitment, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.

Competencies

The student demonstrates the capacity to:

1.1.   Practise safely
1.2.   Practise compassionately
1.3.   Practise professionally, responsibly and accountably.

Indicative content: Professional values and conduct of the nurse

- Code of Professional Conduct and Ethics.
- Knowledge, professional values, and competences to deliver safe, high-quality, compassionate and accountable practice across the life spectrum and in diverse healthcare settings.
- Theoretical principles to the practice of nursing, using professional judgement, critical reasoning, problem-solving and reflection derived from an evidence base of nursing, and from the applied life, health and social sciences.
- Law and ethics and their application to deliver safe, high-quality ethical, legal and accountable practice.
- Concepts of care, holistic caring, professional care and missed care.
- Understandings of care, spirituality and death in compassionate nursing practice.
- Protection of the safety and wellbeing of the person, child protection and safeguarding.
- Adherence to evidence-based policies, procedures, protocols and guidelines.

Domain 2: Nursing practice and clinical decision-making

Performance criteria

Knowledge and understanding of the principles of delivering safe and effective nursing care by using a systematic and problem-solving approach to developing and delivering a person-centred plan of care. The plan should be based on an explicit partnership with the person and their primary carer.

Competencies

The student, in partnership with the person, the primary carer and other health professionals demonstrates the capacity to:

2.1. Assess nursing and health needs

2.2. Plan and prioritise person-centred nursing care (including selecting interventions based on best evidence and identification of desired goals with the person)

2.3. Deliver person-centred nursing skills, clinical interventions and health activities

2.4. Evaluate person-centred nursing outcomes and undertake a comprehensive re-assessment

2.5. Utilise both creative critical thinking and clinical judgement in clinical scenarios.

Indicative content: Nursing practice and clinical decision-making

- Comprehensive assessment of health and nursing needs in consultation with the person receiving such care, their families, and the multidisciplinary team.
- Population health and wellbeing.
- Promoting physical and mental health and preventing ill health.
- Planning and delivery of safe, quality nursing care and promoting health based on a collaborative relationship with the person receiving care, respecting their dignity, autonomy, self-determination, and rights to make health and life choices.
- Principles of using a nursing process framework in the provision of person-centred care
- The pathophysiology of specific diseases and the alterations for a person in relation to their functioning and subsequent nursing needs throughout their life.
- Demonstrate evidence-based clinical judgement in nursing.
- Providing safe, and holistic general nursing practice in acute, integrated and community care, including medical, surgical and specialist settings.
- Recognition and management of the deteriorating patient, including sepsis.

- Caring for older adults in the community setting and the acute setting, and care of older persons with complex needs and co-morbidities.
- Cause, implications, treatment and management of a person experiencing chronic disease.
- Supporting the person with a life-limiting condition and primary carers through the trajectory of investigations, testing, diagnosis, treatment and care of co-morbidities, and adjustment to loss and focus on palliative approaches to care.
- Discharge planning and preparing the person and family for domiciliary, community, primary healthcare, family liaison and step down care.
- Principles of health and safety including people moving and handling, infection prevention and control, fire safety and emergency procedures such as basic life support (BLS).
- Principles of risk, hazards and adverse outcomes and management of risks identified.

Domain 3: Knowledge and cognitive

Performance criteria

Knowledge and understanding of the health continuum, life and behavioural sciences and their applied principles that underpin a competent knowledge base for nursing and healthcare practice.

Competencies

The student demonstrates the capacity to:

3.1. Practise from a competent knowledge base

3.2. Use critical thinking, clinical judgement and reflection to inform practice.

Indicative content: Knowledge and cognitive skills

- Knowledge and application of professional behaviours and values underpinned by the *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives* (2021) and *The Scope of Nursing and Midwifery Practice Framework* (2015).
- Principles of nursing knowledge for evidence-based practice approaches to assess people's need.*
- Procedures and practices for the planning, provision and management of person-centred nursing care (see Appendix 1 for more detail).
- Principles of common physical, developmental, emotional and behavioural signs, vulnerabilities and co-morbidities within general nursing.
- Principles of critical thinking and reflection, problem-solving, reasoning, clinical judgement, evaluation and synthesis to inform practice.
- Principles of digital healthcare and data analysis.

*Principles of nursing knowledge

Nursing theory

- Theoretical foundations of nursing.
- Principles of law and ethics.
- Code of Professional Conduct and Ethics.
- Principles of professional value, care and behaviours.
- Models of nursing care.
- Contemporary issues in nursing.
- Research specific to nursing.

Life and health sciences

- Principles of human anatomy (structure) and physiology (function).
- Principles of biochemistry, genetics, radiology, and embryology in relation to nursing.

- Principles of nutrition and dietetics.
- Principles of pathology and pathophysiology.
- Principles of microbiology, infection prevention and control, immunology and immunization.

Psychology as applied to nursing

- Introduction to psychological theory, research, principles and processes.
- Psychology of acute, chronic disorders and disability, and psychology of health promotion as it relates to general nursing.
- Psychology of play and interactions within families with children as it relates to children's nursing.
- Psychological basis of mental health and distress, and psychological interventions as it relates to mental health nursing.
- Psychology of intellectual disability and psychological aspects of communication with people with an intellectual disability as it relates to intellectual disability nursing.

Sociology as applied to nursing

- Knowledge of the social sciences relevant to nursing practice in various settings.
- Sociological concepts and terminology: society, culture, norms and the person.
- Sociology of the family.
- Sociological dynamics shaping care in contemporary society.
- Inequalities in health and ill health: gender, age, ethnicity, sexual orientation, migration and socio-economic group.
- The role of social policy in the delivery of healthcare.

Pharmacology for nursing practice

- Principles of safe drug administration.
- Principles of prescribing and medication safety.
- Principles of drug therapy and pharmacodynamics.
- Principles of pharmacokinetics.
- Drug groups and their application to nursing and midwifery management of patients/clients with a variety of health problems.

Digital health and informatics

- Principles of eHealth, telemedicine, assistive technology within nursing.
- Principles of using information and communication technologies (ICT) in accordance with professional and regulatory standards.
- Concepts and terminology of ICT in the delivery of nursing care.
- Ethical and legal aspects of social media use by healthcare professionals in protecting the confidentiality of people using the health service.
- Data collection analysis, recording and reporting.

Domain 4: Communication and interpersonal

Performance criteria

Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.

Competencies

The student demonstrates the capacity to:

4.1. Communicate in a person-centred manner

4.2. Communicate effectively with the healthcare team.

Indicative content: Communication and interpersonal

- Principles of person-centred communication.
- Skills in effective communication with patients, their families, colleagues and members of the multidisciplinary team.
- Evidence-based communication tools to empower and advocate on behalf of the person receiving care, respecting cultural diversity and sensitivities.
- Principles of effective interprofessional communication for collaborative teamwork.
- Principles of personal and professional development in relation to professional conduct to promote public confidence in the nursing profession.
- Principles of good practice in reporting, recording and documentation adhering to relevant legislation.
- Principles of communicating in challenging circumstances and breaking bad news.
- Principles of social support.

Domain 5: Management and team

Performance criteria

Using management and team competencies in working for the person's wellbeing, recovery, independence, and safety through recognition of the collaborative partnership between the person, family and a multidisciplinary healthcare team.

Competencies

The student demonstrates the capacity to:

5.1. Practise collaboratively

5.2. Effectively manage a nursing team, self and others safely.

Indicative content: Management and team working

- Principles of collaborative practice, teamwork, conflict resolution and independent working.
- Nursing within the interprofessional team.
- Coordinating, delegating and supervising care in the healthcare team.
- Effective teaching and learning strategies.
- Principles of health service delivery in Ireland.
- Knowledge and skills for effective healthcare management.
- Principles of a safe practice environment that facilitates effective management of time, caseload and resources.
- Principles of change management.
- Principles of quality, risk management and risk registers.
- Identifying the priorities, time management and resources for quality of care.
- Principles of clinical audit, action planning and evaluation of care provision.

Domain 6: Leadership potential and professional scholarship

Performance criteria

Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing, as the foundation for lifelong professional education, maintaining competency and career development.

Competencies

The student demonstrates the capacity to:

6.1. Develop leadership potential

6.2. Develop professional scholarship.

Indicative content: Leadership potential and professional scholarship

- Governance in healthcare.
- Leadership and management for effective clinical health and social care.
- Principles of health economics, resource allocation and care provision in various settings.
- Team leadership role including supervising, delegating and monitoring care provision.
- Skills in practice of resilience, self-care and holistic wellbeing.
- Learning through practice supervision, feedback, reflection and evaluation.
- Principles of effective preceptorship and models of supervision.
- Principles of personal and professional development through lifelong learning.
- Reviewing and synthesising evidence-based literature.
- Evidence-based research utilisation and independent critical thinking to evolve and enhance the role of the general nurse.

2.5 Theoretical and practice instruction for Graduate Entry Nursing General Registration Education Programme Standards and Requirements

Essential requirements are based on the European Directive 2005/36/EC and 2013/55/EU and the NMBI Nurse Registration Programmes Standards and Requirements (2016 amended 2022), see Appendix 2 for more details.

The programme will be delivered over a minimum of two calendar years (24 months).

Recognition of prior learning

Recognition of prior learning (RPL) is permitted and will be determined by the National Framework for Qualifications (NFQ) as set out by Quality and Qualifications Ireland (QQI), based on evidence submitted by applicants to the education bodies. Education providers will consult with the NMBI regarding their organisational policy on RPL and agree the process and details of how it will apply to the programme.

Graduate Entry General Nursing Registration Programme – Theory and Practice

Theory and discretionary hours: 2,300 hours

1 European Credit Transfer System (ECTS) = 25 hours.

25 hours x 92 ECTS = 2,300 hours

Practice hours: 2,300 hours

Placement type	No. of hours	No. of weeks 1 week = 37.5hrs
Supernumerary placements	**1,162.5**	**31**
General and specialist Medicine (EU)	375	10
General and specialist Surgery (EU)	262.5	7
Care of the Older Person (EU)	262.5	7
Home nursing (EU) – Community/may include Intellectual Disability	262.5	7
Specialist	**225**	**6**
Childcare and Paediatrics (EU)	75	2
Maternity care (EU)	75	2
Mental Health and Psychiatry (EU)	75	2
Internship placements	**900**	**24**
Orientation to practice placements	12.5	0.3
Total practice instruction	**2,300 hours**	**61.3 weeks**

EU requirements

Theory and discretionary hours	2,300 hours
Clinical hours	2,300 hours
Total	**4,600 hours**

03

Requirement for the Approval of Education Bodies, Practice Partners and Education Programmes

NMBI has a statutory responsibility to approve EBs and practice partners in respect of educational programmes leading to registration as a general nurse.

Our role in relation to the approval of professional education is distinct from academic accreditation of a programme by the EB or by its awarding body. We set the standards and requirements, including supporting guidance that must be achieved by the EBs and practice partners to ensure educational quality. These benchmark how an application for approval is considered.

Our approval process consists of:
- Approval of the EB and practice partners
- Approval of the education programme.

We monitor compliance against the standards and publish our findings in reports. The specifics for the approval and monitoring processes are regularly reviewed and can be accessed at: NMBI-Policy-for- Programme-Approval.pdf.

Note: New programmes leading to registration may not commence without prior Board approval.

The requirements are organised into the following categories:

- **Education body requirements**

  Category 1: Student admittance and progression

  Category 2: Governance and management

  Category 3: Practice placements

- **Programme requirements**

  Category 4: Curriculum

  Category 5: Assessment

- **Practice partner requirements**

  Category 6: Clinical learning environments

- **New providers/new programme requirements**

  Category 7: New provider/new programme requirements

The EB is required to provide the evidence for each requirement, or in the case where both the EB and practice partner (PP) are noted it is a joint responsibility.

Education Body Requirements

1. Student admittance and progression

1.1	Clear and comprehensive information about the programme is available for prospective students.
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 criteria for students' progression through and successful completion of the programme are explicit and made known to students at the beginning of the programme.
1.4	Attendance requirements for students are specified and procedures are in place to monitor students' attendance. Procedures to address non-compliance with attendance requirements are available. (EB & PP)
1.5	Supports for students in relation to academic or personal guidance or practical supports are available and made known to students at the outset of the programme.
1.6	Learning supports including reasonable accommodations are available to students who require them. (EB & PP)
1.7	There are documented procedures for students transferring to or from another education body to ensure that the student meets all the requirements of the programme. These procedures ensure collaboration between the education bodies.
1.8	Procedures for a student exiting a programme before completion are explicit, including exit awards if appropriate.
1.9	Procedures are in place to inform NMBI, in writing, annually of student/s who exit a programme prior to completion.
1.10	Records of student retention, progression, completion and attrition rates, conferment of academic awards and graduate first destinations are maintained and reviewed.

2. Governance and management

2.1	There is a signed Memorandum of Understanding (MOU) between the education body and each of the 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 NMBI approved programmes and prepared in collaboration with the practice partners, is submitted to 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 qualifications and experience.

2.6	The education body demonstrates financial planning and resource allocation to support the delivery of the programmes for a rolling three-year period.
2.7	Staffing allocations to support the delivery of the programme are maintained, at the following minimum staff to student ratios: Academic staff – 1:20 Clinical Placement Coordinator – 1:30 for placements throughout the programme across acute, older persons and community settings. Nurse Practice Development Coordinator and Allocations Officer are assigned to the programme (EB & PP).
2.8	Teaching and learning resources and facilities support the delivery of the programme.
2.9	A Local Joint Working Group including representatives of the key stakeholders from the education body and practice partners, from acute and community settings, is in operation. (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 students.
2.12	There is public and patient involvement in the review and evaluation of programmes by the education body.
2.13	The education body and practice partners operate a fitness to practise mechanism for the protection of the public. (EB & PP)
2.14	The education body and practice partners have processes in place to support students with health problems. (EB & PP)

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 students 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 five-year cyclical audits, or when significant clinical changes occur, to ensure their continued suitability as a quality learning environment for students. (EB & PP)
3.3	There are processes in place for students to evaluate and provide feedback on practice placements. (EB & PP)
3.4	There are procedures in place for students to raise concerns about the perceived safety of a practice placement and follow up with relevant practice partners. (EB & PP)
3.5	Fair and transparent systems are in place for the allocation of students to practice placements. (EB & PP)
3.6	Where a student is being supervised by health and social care professionals, the setting and achievement of learning outcomes is monitored by a registered nurse.

Programme Requirements	
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	Clinical placements are integral to the programme.
4.7	The curriculum embeds a culture of professionalism and ensures students understand the implications of professional regulation including adherence to NMBI's *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwive*s.
4.8	Module descriptors identify the aims, learning outcomes, ECTS credits, indicative content, student contact hours, student 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 in the relevant division of the register and comprises representative members of key academic and practice stakeholders.
4.11	Registered nurses with appropriate professional and academic qualifications and teaching experience deliver the nursing modules.
4.12	The curriculum articulates opportunities for intentional, shared, interprofessional learning that is designed to enhance collaborative practice with other healthcare professionals.

5. Assessment

5.1	The assessment strategy is designed to ensure the student meets all the required theoretical and practice learning outcomes before they can progress to the next stage or complete the programme.
5.2	The selection of assessment techniques assesses achievement of learning outcomes at both module and programme level.
5.3	Students 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 students and staff.
5.5	Processes are in place for early detection and feedback on student performance and supports are available for students at risk of not progressing.
5.6	The assessment strategy for the programme makes clear that compensation between theoretical and practice components is not allowed.
5.7	External examiners appointed to the programme are appropriately qualified and experienced.

Practice Partner (PP) Requirements

6. Clinical learning environments

6.1	The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & PP)
6.2	Learning outcomes are specific to the practice placement environment and developed collaboratively by practice and academic staff. Learning outcomes are aligned to the stage of the programme. (EB & PP)
6.3	Each student is allocated a named preceptor and associate preceptor while on practice placement. The preceptor or associate preceptor is available to supervise and assess the student for two thirds of the student's time on placement.
6.4	The number of preceptors, associate preceptors or registered nurses in a clinical placement available to students meet the requirements set by NMBI.
6.5	Practice-based learning is supported by preceptors from the relevant division of the Register and/or have suitable experience.
6.6	Preceptors have completed a competency assessment programme that has been approved by NMBI. Preceptors engage in continuing professional development. (EB & PP)
6.7	Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.

6.8	Assessment of the achievement of learning outcomes and competence development is undertaken in accordance with the National Competence Assessment Document (NCAD).
6.9	The supernumerary status of the student is explicit for preceptors and students.
6.10	Internship practice placements provide experience of the 24-hour care cycle.
6.11	Students have a minimum of four hours protected time for reflection each week throughout the programme.
6.12	All placements, including specialist placements, are completed prior to the commencement of the internship placement. (EB & PP)
6.13	Evidence-based policies, procedures and guidelines are available to support students in care delivery.
6.14	Practice placements implement relevant NMBI professional guidance documents.

Additional Requirements for New Providers or New Programmes

These requirements are only relevant to new providers who wish to offer programmes leading to nurse/midwife registration or to existing providers seeking first time approval for a new programme.

These must be completed and evidenced in addition to the requirements in sections 1-6.

7.1	There is satisfactory rationale for providing the programme.
7.2	The programme's introduction is supported by relevant stakeholders.

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Appendicies

Appendix 1 – Nursing Procedures and Practices (Domain 3)

At the point of registration, the general nurse must be able to demonstrate competence in the following essential nursing procedures and practices. Please note that these are minimum competences, and more may be added as required. The general nurse must use evidence-based, best practice approaches in all nursing procedures and practices and adhere to relevant policies, procedures and guidelines (PPPGs).

1. Health Assessment: Whole Body Systems.
2. Mental Health: identify signs of mental distress and vulnerability, identify signs of cognitive distress or impairment, signs of self-harm and/or suicidal ideation.
3. Administer basic mental health first aid.
4. Abuse: recognise and respond to signs of all forms of abuse.
5. Recognise and manage behaviours that challenge.
6. Physical Health: recognise signs and symptoms of physical health and/or ill health and distress, including identify symptoms of deterioration and sepsis.
7. Vital Signs: take, record and interpret manually and via device including neurological observations and early warning scoring systems.
8. Safe medication management.

The nurse must be competent in the following nursing procedures and practices:

- Assessment and management of pain levels
- Skin and hygiene management including pressure area care
- Wound assessment care and management to include aseptic technique
- Pyrexia and hypothermia
- Respiratory care
- Nutrition and hydration
- Bladder and bowel health (including catheter care management)
- Administer basic physical first aid and basic life support
- Seizures, choking and anaphylaxis
- Manual handling, mobility support, falls prevention and management
- Infection prevention and control
- Palliative or end-of-life care
- Venepuncture, blood sampling and cannulation: undertake procedures and interpret normal/abnormal blood profiles and venous blood gases. Blood glucose levels.
- Electrocardiogram: set up and manage routine ECG rhythm strip and interpret normal/commonly found abnormal traces
- Blood component transfusions: manage and monitor
- Measurements: weight, height, body mass index (BMI) and recognise health ranges and readings
- Bodily fluid collection and sampling.

Appendix 2 – NMBI (2016 amended 2022) and EU Theoretical and Clinical instruction

NMBI 2016 Nurse Registration Standards and Requirements for the General Programme*

Theory: 63 weeks

Clinical instruction: 81 weeks (45 supernumerary + 36 internship)

Clinical instruction	No. of weeks
Medical	18
Surgical	18
Care of Older Person (COP)	6
Community	4
Emergency Department	2
Theatre	2
Child	2
Mental Health	2
Maternity	2
Other	25

* There is no standard number of hours set to constitute a practice placement week.

EU General Nursing Requirements (hours) Directive 2005 updated 2013 Annex V

Theory: 1,533 hours

Discretionary: 767 hours

Clinical instruction: 2,300 hours

Total: 4,600 hours

EU Directive placement requirements
General and specialist medicine
General and specialist surgery
Childcare and Paediatrics
Maternity care
Mental Health and Psychiatry
Care of the Old (COP) and Geriatrics
Home nursing

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