**Standards for the Approval of Educational Providers and Health Care Providers**

**Post - Registration Nursing and Midwifery Education Programmes**

**Programme Self-Assessment Audit Report**

Name of Education Provider:

**Use this form if you are submitting OR resubmitting application for:**

* Full Time/ Part Time Post Registration Programmes – e.g. Post Graduate Certificate, Higher Diploma, Graduate Diploma and Master of Science.

**Note:** NMBI does not approve programmes that are NFQ level 7 and below.

**Please submit document in Word format only as failure to do so may result in a delay in submission to the Education, Training and Standards Committee**

Revised: Updated 22 January 2024

QQI Named Award Types

1. Major Awards – This category includes a broad range of specialist or advanced programmes of study, of which some may lead to Registration with NMBI (e.g. Certificate in Nurse/Midwife Prescribing). Specialist or Advanced programmes are post-registration education programmes designed, developed and conducted with reference to specific named award (e.g. Post Graduate Certificate, Higher Diploma, Post Graduate Diploma, Master of Science (MSc) Programmes), reflecting a defined body of knowledge, know how, and competence in an area of nursing and midwifery. Such programmes must satisfy these and the NMBI (2015) Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications.

**CONTACT INFORMATION**

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| Education provider |  |
| Address |  |
| Head of Department/School |  |
| Phone number |  |
| Email |  |
| Programme contact person |  |
| Programme Coordinator/Leader |  |

**PROGRAMME INFORMATION**

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| --- | --- |
| 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 Education Body Academic Council? |  |
| Registration Needed (If Applicable) for example: Active Registration with NMBI, RANP/RAMP, RCN, RGN, RM, RNID, RNP, RNT, RPHN, RPN |  |

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**PROGRAMME INFORMATION**

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| Leads to registration?  RANP/RAMP, RCN, RGN, RGN/RCN (integrated),  RM, RNID, RNP, RNT, RPHN, RPN, N/A |  |
| Programme length:  Part time/full time |  |
| Modes of delivery |  |
| Modules:  Number of core modules (Please list same)  Number of optional modules (Please list same) |  |
| Has programme a clinical component? Yes/No |  |
| Proposed number of students on the programme |  |
| Target learner i.e. be specific to which division of the register is the course relevant (e.g. RANP/RAMP, RCN, RGN, RM, RNID, RNP, RNT, RPHN, RPN) |  |
| Website link to course if applicable  (Education Body link) |  |
| Course subject/s |  |

**EXECUTIVE SUMMARY**

Please provide a summary of the programme below.

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**CAREER PROGRESSION POST COMPLETION OF THE PROGRAMME**

Please provide a summary mapping the potential career progression pathways for those completing the programme.

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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 five headings reflects the standards and their relevant indicators outlined in NMBI (2015) Standards for the Approval of the Educational Providers and Healthcare Providers.

Reference: Nursing and Midwifery Board of Ireland (2015) Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications, Nursing and Midwifery Board of Ireland, Dublin.

**ADDITIONAL INFORMATION**

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|  | **Yes** | **No** |
| The module was approved by Education Body Academic Council? |  |  |
| The module was approved by external examiner? |  |  |
| Has module a clinical component?  If yes, a Clinical Competency Assessment Tool will be used to assess clinical competence. |  |  |
| Learning outcomes are mapped to NMBI standards and requirements? |  |  |
| All assessments are mapped to module learning outcomes? |  |  |

**STANDARDS FOR APPROVAL OF EDUCATIONAL PROVIDERS AND HEALTH CARE PROVIDERS**

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| --- | --- | --- |
|  | **Yes** | **No** |
| The requirements of standard 1 The respective Educational Providers and its 16 indicators (1.1 to 1.16) have been met and are explicit in the module descriptor and/or curriculum document. |  |  |
| The requirements of standard 2 Programmes/Units of Learning Design and Development and its 15 indicators (2.1 to 2.15) have been met and are explicit in the module descriptor and/or curriculum document. |  |  |
| The requirements of standard 3 Clinical Practice Experience (If appropriate to the programme/units of learning) and its 8 indicators (3.1 to 3.8) have been met and are explicit in the module descriptor and/or curriculum document. Please write N/A if non applicable. |  |  |
| The requirements of standard 4 Assessment Process and its 5 indicators (4.1 to 4.5) have been met and are explicit in the module descriptor and/or curriculum document. |  |  |
| The requirements of standard 5 External Examiner and its 4 indicators (5.1 to 5.4) have been met and are explicit in the module descriptor and/or curriculum document. |  |  |
| Submit an electronic copy of the module descriptor or curriculum document. |  |  |

**STANDARDS FOR APPROVAL OF EDUCATIONAL PROVIDERS AND HEALTH CARE PROVIDERS**

We declare that the module has met all the requirements of the NMBI (2015) 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 module descriptor/curriculum document.

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Head of School Programme Coordinator/Leader

(Note: Please sign over printed name)

**FOR NMBI USE**

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| **Full education review date by Professional Officer** |  |
| **NMBI correspondence with education provider** |  |
| **Further evidence received** |  |
| **Date forwarded to the Education and Training Committee** |  |
| **Outcome from the Education and Training Committee** |  |
| **Response to conditions** |  |

**STANDARDS AND REQUIREMENTS**

The education provider must provide evidence that the programme demonstrates the highest standards of professional education and training to students, 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 Professional Officer** |  |
| **Decision of the Education and Training Committee** |  |
| **Decision of the NMBI Board** |  |
| **Approval period start date:** |  |
| **Approval period expiry date:** |  |

1. **THE RESPECTIVE EDUCATIONAL PROVIDERS**

Educational providers are committed to providing post-registration nursing and midwifery education programmes/units of learning, which demonstrate that the highest standards of professional education and training are in place. Due regard should be taken in relation to issues such as the evolving public and service need, clinical/practice audit, patient safety (Government of Ireland, 2008), educational and clinical quality and student access.

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 1 | Educational providers respond to change and needs affecting professional, educational, health, policy, social, and economic issues. |  |  |
| 2 | Educational providers keep appropriate records including records for the conferment of professional and academic award. |  |  |
| 3 | The process for monitoring student attendance is declared. |  |  |
| 4 | Organisational structures supporting the management of the educational programme/units of learning are explicit. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 5 | Education providers have a post-registration committee/local joint working group, with representatives of the key stakeholders, including service-users. |  |  |
| 6 | The role of the external examiner in relation to the post-registration nursing and midwifery education programmes/units of learning is explicit. |  |  |
| 7 | Current educational theory, professional nursing knowledge and advances in health care practice, which are evidence/research based, guide curriculum design and development. |  |  |
| 8 | Lecturers/tutors are involved in clinical practice and its development. |  |  |
| 9 | 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. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 10 | 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. |  |  |
| 11 | Educational providers provide administrative and clerical support for all educational activity. |  |  |
| 12 | 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. |  |  |
| 13 | 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. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 14 | 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. |  |  |
| 15 | The mechanism for learner support in relation to student services, facilities and academic and clinical guidance is explicit. |  |  |
| 16 | The educational provider provides an annual programme report on the education programme/units of learning including the external examiner’s report to the NMBI. |  |  |

1. **PROGRAMMES/UNITS OF LEARNING 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.

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 1 | 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. |  |  |
| 2 | The curriculum model chosen should be dynamic and flexible to allow for changes in nursing/midwifery practice and health care delivery. |  |  |
| 3 | 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. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 4 | 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. |  |  |
| 5 | The programmes/units of learning development team comprise representative members of key stakeholders in nursing/midwifery education and practice and service users. |  |  |
| 6 | 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. |  |  |
| 7 | 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. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 8 | The programme/units of learning design reflect various methods of teaching/learning and provides a balanced between lectures, tutorials, workshops, small group interactions, demonstrations, practical work/clinical; and self-directed study. |  |  |
| 9 | The programme/units of learning equip the students/participants with an appropriate level of knowledge, research awareness and critical analysis. |  |  |
| 10 | The awarding body accreditation of programme/units of learning is explicit. |  |  |
| 11 | Process to facilitate access, transfer and progression are explicit within the programme/unit of learning. |  |  |
| 12 | The programmes/units of learning design include the assessment strategy in relation to the assessment of clinical competence and theoretical learning outcomes. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 13 | The programmes/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. |  |  |
| 14 | Quality assurance criteria reflective of both NMBI Requirements and Standards and the relevant awarding body are explicit. |  |  |
| 15 | Quality assurance mechanisms and indicators are identified and measured in relation to the internal and external governance requirements of the educational provider, the awarding body and the professional regulator. |  |  |
| 16 | **Programme learning outcomes** are mapped to appropriate NFQ Level and standards for nursing/midwifery post registration education programmes. (See Pages 16 – 23 & Pages 24 – 32) of Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – incorporating the National Framework of Qualifications (NMBI 2015). |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 17 | All **Module learning outcomes** are mapped to appropriate NFQ Level and standards for nursing/midwifery post registration education programmes. (See Pages 16 – 23 & Pages 24 – 32) of Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes – Incorporating the National Framework of Qualifications (NMBI 2015). |  |  |
| 18 | All **module assessments** are mapped to the module learning outcomes. |  |  |

1. **CLINICAL PRACTICE EXPERIENCE (IF APPROPRIATE TO PROGRAMMES/ UNITS OF LEARNING)**

The programme should be managed efficiently and effectively by the Education Body in conjunction with a Local Joint Working Group. Membership should be drawn from stakeholders from the Education Body and Associated Health Care Services. These should include student representatives and key managerial, academic, administrative staff from the Education Body and clinical and managerial staff from the AHCS hospital and community services, who are associated with its delivery. The programme should be well organised, with clear managerial, operational governance and reporting structures. Systems for programme evaluation should be robust and transparent.

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 1 | Clinical practice experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes. |  |  |
| 2 | Clinical placements are based in health care institutions, which are audited/approved by the Programmes/Units of Learning Team and satisfy NMBI Requirements and Standards. |  |  |
| 3 | 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 |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 3 | * 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 the education and training of registrants. |  |  |
| 4 | 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 programmes/units of learning. |  |  |
| 5 | 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. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 6 | 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 as necessary. |  |  |
| 7 | 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. |  |  |
| 8 | 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. |  |  |

1. **ASSESSMENT PROCESS**

The assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the post- registration nursing and midwifery education programmes/units of learning.

Assessments are strategically planned and function to:

* Provide feedback on student/participant progress
* Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the education programmes/units of learning, as appropriate.

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 1 | Assessments are based on a variety of strategies that are aligned with the subject area, practice setting and stage of the education programmes/units of learning and expected learning outcomes. |  |  |
| 2 | Assessment measures where appropriate demonstrates the integration and application of theory to patient care learned throughout the programmes/units of learning and requires the student/ participant to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice. |  |  |
| 3 | Assessment strategies are established as reliable and valid measures of learning outcomes. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 4 | 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. |  |  |
| 5 | Marks and standards and assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the education programmes/units of learning are explicit. |  |  |

1. **EXTERNAL EXAMINERS**

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.

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| **Indicators** | | **Evidence** | **Reference page in the Curriculum Document** |
| 1 | The role of the external examiner is explicit and functions to:   * Maintain the quality and standards of post-registration education programmes/units of learning. * Ensure the assessment strategies for theory and practice are reliable and equitable. * Ensure individual students/learners are treated fairly. |  |  |
| 2 | External examiners for post-registration nursing and midwifery education programmes/units of learning:   * Are registered nurses/midwives with professional qualifications appropriate to the post registration programmes/units of learning being examined? * Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the post-registration programmes/units of learning being examined. |  |  |

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| **Indicators** | | **Evidence** | **Reference page in the**  **Curriculum Document** |
| 2 | * Have experience in examining and assessing post-registration students. * Have experience in the development, management, delivery and evaluation of post-registration programmes/units of learning. |  |  |
| 3 | The mechanism whereby the external examiner is provided with relevant documentation participates in decision- making concerning the programmes/ units of learning and has membership of the Examination Boards of the respective institutions, is explicit. |  |  |
| 4 | An abridged CV of the external examiner is explicit within the submission. |  |  |

**STANDARDS FOR APPROVAL OF EDUCATIONAL PROVIDERS AND HEALTH CARE PROVIDERS**

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| --- | --- | --- |
|  | **Yes** | **No** |
| The requirements of standard 1 The respective educational providers and its 16 indicators (1.1 to 1.16) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 2 Programmes/units of learning design and development and its 15 indicators (2.1 to 2.15) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 3 Clinical practice experience (If appropriate to the programme/units of learning) and its 8 indicators (3.1 to 3.8) have been met and are explicit in the curriculum document. Please write N/A if non applicable. |  |  |
| The requirements of standard 4 Assessment process and its 5 indicators (4.1 to 4.5) have been met and are explicit in the curriculum document. |  |  |
| The requirements of standard 5 External examiner and its 4 indicators (5.1 to 5.4) 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 (2015) 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)

**Required Appendices**

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

1. Curriculum document
2. Letter of accreditation from Education Body’s academic council
3. CVs of academic staff (include NMBI PINs for nurses and midwives)
4. Abridged CV of external examiner
5. Academic regulations
6. Programme and clinical site evaluation tools, e.g., student questionaries, impact on service

assessment, preceptor evaluation, student Clinical Placement Evaluation Tool

1. Clinical competency assessment tool (for specialist programmes)
2. Detailed examination grading scale
3. Governance structure in diagrammatic format
4. Oversight committee memberships
5. Policies on marking/plagiarism/submission/exams/conduct/etc.
6. Recognition of prior learning policies/forms
7. Marking criteria
8. Any other documents deemed relevant to the programme

**Standards and Requirements**

The education provider must provide evidence that the programme demonstrates the highest standards of professional education and 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 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:** |  |