

NURSE TUTOR REGISTRATION PROGRAMME

Standards and requirements



Bord Altranais agus
Cnáimhseachais na hÉireann
Nursing and Midwifery Board
of Ireland



These standards and requirements were originally published in April 2007 as part of the *Requirements and Standards for Nurse Post Registration Education Programmes* (First Edition).

This document was re-issued in October 2015 for the relaunch of the NMBI website. This involved reviewing the content, updating dated references and redesigning the document. However, the standards and requirements themselves reflect what is in the 2007 edition.

About NMBI

The Nursing and Midwifery Board of Ireland (NMBI) is the independent, statutory organisation which regulates the nursing and midwifery professions in Ireland. For more information about our role and functions, visit www.NMBI.ie/What-We-Do

Nurses Rules 2010

This programme is governed by the Nurses and Midwives Act 2011 and by the Nurses Rules, which provide titles of recognised qualifications under the Register of Nurses and Midwives. For more information on the Act, and on the Nurses Rules, visit the What we Do/Legislation section of NMBI's website, www.NMBI.ie

Approval of Higher Education Institutions and associated Health Care Providers

Details of approval of HEIs and associated HCPs along for provision of such programmes are published on our website. For more information, visit www.NMBI.ie/Education/Higher-Education-Institutions

Glossary

A full glossary of all the terms used in this and other NMBI publications is published on our website on www.NMBI.ie/Standards-Guidance/Glossary

INTRODUCTION

Nurse Tutor Registration education programmes prepare appropriately qualified and experienced nurses and midwives for the role of lecturer in Institutes of Higher Education and in Centres for Nurse/Midwifery Education. The responsibility for the development and delivery of educational programmes of preparation for entry to the Nurse Tutor Division of the Register is with the Higher Education Institutions.

SYLLABUS/INDICATIVE CONTENT

Programme Development

- Programmes of preparation for registration in the Nurse Tutor Division of the Register should be:
- modular in structure so that individuals can access modules which are appropriate to the environment in which they will be teaching.
- placed within the National Framework of Qualifications (NQAI) (Level 9).
- developed in a partnership with HEIs, Centres for Nurse Education, and Nursing and Midwifery
- Planning and Development Units (NMPDU).
- designed to expose students on teaching practice to flexible modes of delivery, including open and distance learning and e-learning.
- multi-professional wherever possible, whilst enabling individuals to focus on their specific future career.
- organised to provide opportunities to observe and participate in a range of teaching activities in the academic institution and clinical setting.
- designed to provide opportunities for shared learning with other professional groups.
- designed to make effective use of resources for learning in the classroom and clinical sites.
- developed to support and guide practice based personnel and students in relation to education programmes.

Entry Requirements

To enter a programme of education and training leading to registration in the Nurse Tutor Division of the Register, the applicant must:

- Be actively registered as a nurse/midwife in a division of the register maintained by the NMBI
- Have at least three years or equivalent clinical experience as a registered nurse/midwife prior to entry. This experience should have been in clinical areas where student nurses/midwives are undertaking placements.
- Have a bachelors' degree in nursing/midwifery or an allied health subject relevant to nursing and midwifery.

OR

- Be a nurse/midwife who already holds a masters' degree in nursing/midwifery or in an allied health science subject and, subject to the degree being deemed suitable by NMBI, undertake a further post-graduate qualification in education, and subsequently apply for registration as a Nurse tutor with NMBI.

LEARNING OUTCOMES

The purpose of the education programme leading to registration in the Nurse Tutor division of the Register is to ensure that on successful completion of the programme the student is equipped with the required knowledge and skills to undertake the role of an RNT in both the academic and clinical education setting.

The RNT education programme enables the student to:

- demonstrate a knowledge base that enables high levels of judgement, discretion and decision making in nursing and midwifery education. This must include education theory, the psychology of learning and related sociological perspectives.
- develop a critical awareness of the legislation in nursing/midwifery and health care and the standards and requirements for nursing and midwifery registration education programmes .
- demonstrate the synthesis and integration of knowledge from a broad range of disciplines that inform and develop nursing and midwifery education practice.
- contribute to the design, development and implementation of education and training programmes for nursing/midwifery. Effectively develop curricula, being cognisant of the programme intent, clinical reality and the financial resources available.
- develop advanced communication skills in order to present balanced arguments and engage with confidence in academic and multi-professional debates.
- conduct a comprehensive nursing and midwifery education and training needs assessment to support the provision of responsive flexible and innovative education programmes in nursing and midwifery.
- act as an effective member of the education team and participate in the multidisciplinary team approach to nursing and midwifery education.
- demonstrate the value of nursing and midwifery through the generation of nursing and midwifery knowledge and innovative educational practice.

Curriculum Development - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- demonstrate knowledge of the nature of curriculum theory, terminology, interpretations and ideologies.
- develop knowledge of a selection of models for curriculum to design and plan programmes of nursing and midwifery education.
- develop skills in writing curriculum aims and objectives, learning outcomes, assessment and evaluation methodologies.

Teaching and Learning - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- understand a broad range of theories of education and learning relevant to theoretical and clinical education.
- apply the principles of motivation theory in teaching and learning including individual differences, the nature of intelligence and self esteem.
- evaluate learning styles, experiential, problem based learning, work based learning, enquiry based learning and life long learning as it relates to nursing and midwifery education.
- determine the use and limitations of a variety of instructional methodologies.
- implement a range of teaching and learning strategies which are effective across a range of educational and practice settings.
- develop a commitment to enquiring, reflective, critical and innovative approach to education and practice.
- use appropriate learning resources and manage their use efficiently in the conduct of programmes.
- integrate professional nursing/midwifery knowledge and expertise to achieve learning outcomes.
- promote and apply an innovative approach to the development of teaching and learning strategies for nursing/midwifery education.

Clinical Learning Environment - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- create and develop a learning environment that facilitates students and practitioners to undertake experience to achieve their learning outcomes.
- provide educational support for clinical preceptors, practice development co-ordinators, clinical assessors and students.
- demonstrate a critical understanding of the factors necessary for the development of a clinical learning environment including criteria for audit and the process of monitoring.
- have an understanding of the concepts of role theory. Specific roles to include clinical supervision, preceptor and clinical assessor.
- identify needs, plan and deliver programmes of learning, process and outcomes in the practice environment.

- demonstrate effective communication and interpersonal skills in designing and developing presentations/demonstrations.
- have an in depth understanding of how students/registered practitioners assimilate into new practice settings.

Communications and Working Relationship - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- develop advanced communication skills and engage confidently in academic and multi-professional debate on education, training and professional issues.
- create, develop and maintain appropriate supportive relationships with staff and students.

Assessment of Clinical and Academic Skills - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- apply assessment strategies designed to measure student's level of competence in clinical practice.
- contribute to the development and implementation of clinical assessment procedures in the education and clinical learning environment.
- provide guidance and support to clinical assessors in the practice setting.
- develop support systems for students when receiving feedback and develop appropriate action plans.
- contribute to the monitoring of standards for clinical assessment.
- apply critical faculties to the evaluation of clinical assessment methodologies through analysis of the underlying epistemology and knowledge base for professional nursing and midwifery.
- participate in supervised marking of written assignments and examinations.

Evaluation - Learning Outcomes

The Nurse Tutor Registration Education Programme enables the student to:

- develop a knowledge of evaluation as a process of making judgements, determining the worth of programmes.
- critique the value of models and theories used in curriculum evaluation.
- ensure the currency and applicability of programmes, based on educational evaluation.

- reflect critically on evaluation as feedback to stakeholders and as a means to influence the future direction of nursing and midwifery education.
- evaluate the use, limitations, validity and reliability of formal and informal assessments.
- evaluate as means to enhance the quality assurance of nurse/midwife education programmes.
- understand evaluation as a means to enhance the quality of nursing and midwifery education.

Educational Management - Learning Outcomes

The Nurse Tutor Registration Education Programme will enable the student to:

- have an appreciation of the organisational structures in educational institutions.
- explain the procedures used for resource procurement and their utilisation.
- exercise leadership in programme design and development of programmes.
- identify key educational performance indicators for quality assurance in nursing/midwifery education.

Teaching Practice

Teaching practice should be undertaken in HEIs and Centres for Nurse Education. The suitability of the placement for teaching practice should be determined by its ability to support the achievement of learning outcomes, and the provision of support and supervision of students for the duration of the placement.

The teaching practice placement must consist of no less than 100 hours. Approximately **20 hours** of the total hours of teaching practice must be spent gaining experience in clinical teaching and this must be completed under the supervision of an experienced Registered Nurse Tutor.

Opportunity must also be provided to observe the role of preceptors, lecturers in nursing/midwifery and other health care specialists who coordinate student experience and the assessment of learning in practice.

Assessment

Students will record their professional development and their studies undertaken by identifying the outcomes which have been achieved to facilitate progression and career development. Opportunity for self and peer evaluation of teaching is also a requirement.

The assessment strategy will be designed to measure the student's ability to function as a Registered Nurse Tutor in the third level institution and clinical teacher in their chosen area of professional practice.

Teaching practice must be assessed by an appropriately qualified person. A Registered Nurse Tutor with

academic and teaching experience must undertake the assessment of teaching skills in the context of professional practice.

Nurse Tutor Registration Education Programme

To be recognised by NMBI as a Nurse Tutor it is necessary to have a teaching qualification recorded on the Nurse Tutor Division of the Register. This can only occur when all the Standards and Requirements set out in this document have been met.

References

An Bord Altranais (2005) Requirements and Standards for Nurse Registration Education Programmes. 3rd Edn. , Dublin

Government of Ireland Nurses and Midwives Act 2011 (No. 41 of 2011) Irish Statute Book

Nursing and Midwifery Board of Ireland (2014) Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives Dublin, NMBI

Quality and Qualifications Ireland (2014) The National Framework of Qualifications – an Overview (NFQ) - Policy Summary, Dublin