

Requirements and Standards for Nurse Post Registration Education Programmes

First Edition



Al Iord Altranas

April 2007



Contents

Preface	3
Section 1: Extracts from the Nurses Rules	6
Section 2: Requirements for Children's Nurse Post Registration Education Programme	10
2.1 Learning Outcomes	10
2.2 Competencies for Entry to the Register	10
2.3 Children's Nurse Post Registration Education Programme	14
2.3.1 Syllabus/Indicative Content	14
2.3.2 Theoretical and Clinical Instruction	17
Section 3: Requirements for Nurse Tutor Registration Education Programme	20
3.1 Programme Development	20
3.2 Entry Requirements	20
3.3 Learning Outcomes	21
3.4 Curriculum Development - Learning Outcomes	21
3.5 Teaching and Learning - Learning Outcomes	21
3.6 Clinical Learning Environment - Learning Outcomes	22
3.7 Communications and Working Relationships - Learning Outcomes	22
3.8 Assessment of Clinical and Academic Skills - Learning Outcomes	22
3.9 Evaluation - Learning Outcomes	23
3.10 Educational Management - Learning Outcomes	23
3.11 Teaching Practice	23
3.12 Assessment	23
3.13 Nurse Tutor Registration Education Programme	23
Section 4: Standards for the Approval of Third Level Institutions, Health Care Institutions and Educational Programmes Leading to Registration	26
4.1 The Approval Process for Third Level Institutions, Health Care Institutions and Educational Programmes Leading to Registration	26
4.2 Standards for the Approval of Third Level Institutions, Health Care Institutions and Educational Programmes Leading to Registration	28
4.2.1 The Third Level Institution and Health Care Institution(s)	28
4.2.2 Curriculum Design and Development	29
4.2.3 Clinical Practice Experience and the Clinical Learning Environment	30
4.2.4 The Assessment Process	31
4.2.5 External Examiners	31
Appendix 1 Approval Criteria for Programme	34
References	35

Preface

The education and training of nurses and midwives has undergone a period of radical change in response to the recommendations of the Report of the Commission on Nursing - *A Blueprint for the Future*, (1998), The Nursing Education Forum (2000) and the Report of the Paediatric Nurse Education Review Group (2000). The post registration education programmes take place at approved third level institutions and allied health care institutions. The partnership arrangements between the third level institutions and the health care institutions have become more formalised during the transition from the registration/diploma to the registration/degree programme. This partnership arrangement is operationalised through a memorandum of understanding drawn up and 'signed by stakeholders at local level between each third level institution and its related health service provider' (Government of Ireland 2000 p. 44).

The responsibilities and functions of An Bord Altranais are defined by the provisions of the Nurses Act, 1985. Part IV of the Nurses Act, 1985 requires the Board to make rules in respect of the education and training of nurses being prepared for Registration. The Universities Act, 1997 regulates the National University of Ireland and its constituent colleges, The University of Dublin Trinity College, Dublin City University and the University of Limerick. Other legislative instruments, for example, The Qualifications (Education and Training) Act, 1999, The National Qualifications Authority of Ireland (2001), the Higher Education and Training Award Council (2001), the Further Education and Training Awards Council (2001), the Regional Technical Colleges Act, 1992, the Regional Technical Colleges (Amendment) Act, 1994, and the Regional Technical Colleges (Amendment) Act, 1999, regulates other third level institutions. Other relevant legislative instruments include the Higher Education Authority Act, 1971.

Section IV of the Nurses Act, 1985 makes provision for the Board to make rules to enable third level institutions and health care institutions to develop their own curricula including examinations and assessment systems based on a syllabus provided by An Bord Altranais. A committee appointed for that purpose must validate these curricula. Third level institutions and health care institutions involved in the education and training of nurses and midwives are required to submit a detailed curriculum document to An Bord Altranais for approval. Written submissions therefore will be made jointly by the third level institution(s) and its linked health care institution(s). This document assists the development of submissions and provides a framework aimed at ensuring that high national standards are maintained.

Developing and enhancing a culture of educational excellence, life long learning and procedures to implement access, transfer and progression arrangements are key features of recent legislative instruments in the education sector. To meet these challenges An Bord Altranais has entered into a range of new partnerships. At a national level, An Bord Altranais has established associations and alliances with the National University of Ireland and its constituent colleges, the University of Dublin Trinity College, Dublin City University and the University of Limerick, the National Qualifications Authority of Ireland, The Higher Education and Training Award Council and constituent colleges, The Further Educations and Training Awards Council, the Department of Education and Science and the Department of Health and Children. At a local level, following a recommendation from the Nursing Education Forum, Local Joint Working Groups have been established.

The Report on the Commission on Nursing (1998) stated that 'the qualification of sick children's nursing remain a post registration qualification' (p 175). More recently, the Report of the Paediatric Nurse Education Review Group (2000) recommended that children's nurse education programmes should be offered at both 'pre registration and post registration levels' (p29). The academic standard for the Post Registration Children's Nursing programme is a Level 8 Higher Diploma (National Framework of Qualifications).

The evolution of Nurse Tutor training began at University College Dublin when rules made in accordance with the Nurses Act, 1950 enabled for the first time the registration of Nurse Tutors. Prior to this, Nurse Tutors involved in nursing education had not themselves undertaken formal training in education, however a small number had secured qualifications abroad. Although a high standard of teaching had been achieved, with the then nurse training schools, there was an increasing desire and acceptance of the need to have formal preparation for Nurse Tutors in Ireland.

At the request of An Bord Altranais, discussions took place with University College Dublin on the provision of education and

training for Nurse Tutors. Subsequently the first diploma course for Nurse Tutors began in October, 1960. Following the approval of the first Nurse Tutor diploma programme, An Bord Altranais added a new division to the Register of Nurses, the Nurse Tutor Division. This provided statutory recognition for Nurse Tutors and the title Registered Nurse Tutor (RNT) was established. In 1979 an optional module in Midwifery Studies was added to the Nurse Tutor Diploma course for intending Midwife Teachers. This enabled midwives to enter the Nurse Tutor Division of the Register. Today graduate nurses/midwives with appropriate experience enter a Master Degree level programme of preparation in third level institutions for entry to the Nurse Tutor Division of the Register. Those who already hold a Masters Degree in Nursing/Midwifery or other relevant subject may undertake a Post Graduate/Higher Diploma programme in Nursing/Midwifery Education to fulfil these requirements. The academic standard for the Post Registration Nurse Tutor Programme is a Level 9 (National Framework of Qualifications).

The purpose of this document is to provide guidance for the development of flexible, innovative, practice-orientated post registration education programmes for third level institutions and for health care institutions* involved in the education and training of nurses and midwives. It is understood that each health care institution will be linked to a third level institution in the preparation and delivery of educational programmes leading to registration. The policies and practices of the third level institutions and health care institutions shall meet the requirements specified in this document.

This document is divided into four sections. Section 1 provides extracts from the Nurses Rules. Section 2 outlines the requirements for nurse education programmes leading to registration. This section is divided into three parts. The first part describes the learning outcomes that are expected from the registration programmes. The second part describes the competencies the student must reach on completion of the education programme for entry to the register. The remaining section deals with the requirements for registration programmes for the children's nursing programme. Section 3 outlines the requirements and standards for registration and education programme leading to registration in the Nurse Tutor Division of the Register.

Section 4, describes the standards required for the approval of third level institutions, health care institutions and educational programmes leading to registration. A statement of the standards that must be met by these institutions and the educational programmes is also provided. There are five sections: (1) The third level institution and health care institution(s), (2) Curriculum design and development, (3) Clinical practice experience and the clinical learning environment (4) Assessment process and (5) External examiners. For each section, a number of measurable criteria have been identified which can be used in determining whether the standard has been met or not.

*Health care institutions in this document refer to hospitals and community care settings involved in the education and training of nurses.

SECTION 1

Extracts from the Nurses Rules



An Bord Altranais

April 2007

Section 1:

1.1 Extracts from the Nurses Rules 2004

This section provides extracts from the relevant Rules of the Nurses Rules, 2004, for the guidance of the third level institutions and healthcare institutions involved in the provision of registration education programmes. The Nurses Rules, 2004 guide and inform the development of this document.

Interpretation (Rule 2)

In these Rules, unless the context otherwise requires, the following expressions have the meanings respectively assigned to them -

“the Act” means the Nurses Act, 1985 (No. 18 of 1985);

“the Board” means An Bord Altranais or the Nursing Board established by the Act;

“candidate” means a person whose name has been entered on the Candidate Register as provided for in Rule 10;

“Chief Executive Officer” means the person who is for the time being acting as Chief Executive Officer of the Board and includes any person duly authorised to act and acting on his/her behalf;

“Member State” means a state, other than this state, which is a member of the European Union;

“midwife” means a person whose name is entered in the Midwives Division of the Register;

“the Minister” means the Minister for Health and Children;

“nurse” means a person whose name is entered in the Register and includes a midwife and “nursing” includes midwifery;

“the Register” means the Register of Nurses maintained by the Board pursuant to the provisions of Section 27 of the Act;

“Registered General Nurse” or

“Registered Psychiatric Nurse” or

“Registered Children's Nurse” or

“Registered Nurse Intellectual Disability” or

“Registered Midwife” or

“Registered Public Health Nurse” or

“Registered Nurse Tutor”

means a person whose name is entered in the relevant division of the Register as provided for in Rule 3;

Requirements and Standards (Rule 4)

The Board shall stipulate requirements and standards in respect of each education and training programme referred to in Rule 5 of these Rules containing details, including minimum duration, of theoretical and clinical instruction, required to be undertaken by each candidate for satisfactory completion of such programme.

Education and Training Programmes Leading to Registration (Rule 5)

Subject to Rule 5.9 of these Rules, the education and training required for admission to the Nurse Tutor Division of the Register shall be in accordance with the requirements and standards set out by the Board for that purpose, in accordance

with a curriculum approved by the Board and carried out in educational institution(s) and hospitals(s) approved by the Board for that purpose.

Minimum Requirements for Admission to Education and Training Programmes Leading to Registration in the Register of Nurses (Rule 6)

Subject to Rule 6.5 before admission to the programme of education and training leading to registration in the Nurse Tutors Division of the Register, the applicant's name must be entered in one of the other Divisions of the Register.

Approval of Healthcare Institutions and Educational Institutions for Education Purposes (Rule 7)

- An educational institution or hospital proposing to provide a programme of education and training leading to registration in any Division of the Register shall apply to the Board for approval and in this regard shall supply to the Board full details of how it is proposed to implement the said programme. Such details shall include:
 - a full description of its education facilities,
 - the amount of experience each nurse undertaking the education and training programme is assured,
 - details of education to be provided in other hospitals, institutions, or community services,
 - particulars of teachers and lecturers including their qualifications,
 - details of educational facilities available at all centres where education will take place,
 - evidence of systematic arrangements whereby the attendance of each nurse undertaking the education and training programme as required under the Board's requirements and standards for such education is assured,
- Before granting approval to an educational institution or hospital, the Board shall satisfy itself both in regard to the educational institution or hospital and its associated bodies in which education is to be carried out:
 - that an adequate quantity and quality of clinical practice experience is available,
 - that the educational facilities for the nurse undertaking the education programmes are adequate,
 - that the number of teaching staff/lecturers and their qualifications are adequate,
 - that the practice of nursing is of such a standard as to satisfy the Board,
 - that the accommodation is of a satisfactory standard.
- Before an educational institution or hospital is granted approval, it will be visited and reviewed by representatives of the Board.
- The Head of the Department/School of Nursing and Midwifery in the educational institution and/or the Director of Nursing or Chief Nursing Officer in the hospital shall supply to the Board such details, as may be required by the Board, of any person undertaking the education and training programme.

Assessments - Registration (Rule 8)

Notwithstanding the provisions of Rule 5, the Board will make provision with an educational institution or hospital, to carry out written assessments of knowledge attainment and assessment of competency in clinical nursing skills throughout the period of education and training for the purpose of determining whether candidates are qualified for registration in the Children's Nurses Division and the Nurse Tutor's Division, subject to the following requirements:

- the Board must be satisfied, by adherence to the attached Schedule A, as to the adequacy and suitability of any assessments carried out by an educational institution or hospital for the purpose of establishing knowledge attainment or competency in clinical nursing skills,

- the Board must be satisfied, by adherence to the attached Schedule A, that the assessments to be held by any educational institution or hospital are adequate and suitable to examine theoretical content of the Syllabus stipulated by the Board in accordance with the requirements for admission to the particular Division of the Register,
- and each educational institution or hospital with which the Board makes such provision shall be approved by the Board in accordance with Section 34 of the Nurses Act, 1985.

Schedule A

- Each educational institution or hospital must submit to An Bord Altranais a curriculum for approval by a committee appointed by An Bord Altranais for that purpose. This curriculum must, inter alia, specify the structure, process and outcome of the programme, methods of assessment, examination, teaching strategies and appeals systems. Proposed sites for clinical placements must also be submitted for approval,
- Annual reports on the delivery of programmes, in the format specified in the appropriate requirements and standards document, will be submitted to An Bord Altranais by the educational institution and hospital,
- An Bord Altranais will review programmes approved by it at least every five years,
- Each educational institution and hospital must demonstrate quality assurance activities and outcomes aimed at ensuring continuing support for the development of their curriculum and for the development of environments approved for clinical placement and teaching practice.

Candidate Register (Rule 10)

- The Board shall establish and maintain a register of candidates, to be known as the Candidate Register, in which the name of every such candidate, admitted to an approved programme of education and training leading to registration in the appropriate Division of the Register, shall be entered,
- Not later than thirty days after the commencement of the programme, a candidate shall apply to the Board on the appropriate form to have her/his name entered in the Candidate Register,
- The student's programme of education and training shall be taken to have commenced on the date certified in the appropriate form by a designated person in the approved educational institution,
- The Candidate Register shall show in respect of each candidate registered the following particulars; a personal identification number which will be assigned to each candidate; full names; gender and date of birth; address; dates of commencement of and cessation of the programme; name of approved institution and the title and duration of the programme,
- Each candidate whose name is entered in the Candidate Register shall be issued with a student card bearing her/his personal identification number, the title of the programme for which she/he is registered and the date of commencement of the programme together with a copy of the appropriate requirements and standards for such programme,
- A candidate shall apply to have her/his name entered separately in the Candidate Register for each registration course undertaken,
- The designated person referred to above shall inform the Board when a candidate ceases to be a participant before the completion of the programme and the reason therefor,
- Any change in the name or address of a candidate shall be notified to the Board by the candidate.

SECTION 2

Requirements for Children's Nurse Post Registration Education Programme



An Bord Altranais

April 2007

Section 2:

Requirements for Children's Nurse Post Registration Education Programme

2.1 Learning Outcomes

The purpose of the registration education programme is to ensure that on successful completion of the programme the student is equipped with the knowledge and skills necessary to practice as a competent and professional nurse.

The registration education programme enables the student to:

- Assist individuals, families and groups achieve optimum health, independence, recovery or a peaceful death in a professional caring manner
- Provide and manage direct practical nursing whether health promotion, preventive, curative, rehabilitative or supportive, to individuals, families or groups
- Demonstrate a knowledge base and a level of competence in clinical practice skills essential for safe practice, which are grounded in recent evidence based nursing research where available
- Identify and meet the nursing care needs of the individual, family, community in all health care settings
- Demonstrate development of skills of analysis, critical thinking, problem-solving and reflective practice
- Act as an effective member of a health care team and participate in the multidisciplinary team approach to the care of patients/clients.

2.2 Competencies for Entry to the Register

Competence is a complex and multidimensional phenomenon and is defined as the ability of the registered nurse to practice safely and effectively, fulfilling his/her professional responsibility within his/her scope of practice.

All five Domains of Competence represent the level the student must reach on completion of the education programme for entry to the Register held by An Bord Altranais. The aim is to ensure that students acquire the skills of critical analysis, problem-solving, decision-making, reflective skills and abilities essential to the art and science of nursing. Safe and effective practice requires a sound underpinning of theoretical knowledge that informs practice and is in turn informed by that practice. Within complex and changing healthcare environments it is essential that practice is informed by the best available evidence. This is reflected by competencies.

The competencies encompass five domains:

1. Professional/ethical practice.
2. Holistic approaches to care and the integration of knowledge.
3. Interpersonal relationships.
4. Organisational and management of care.
5. Personal and professional development.

The Domains of Competence represent a broad enabling framework to facilitate the assessment of student nurses' clinical practice. Each domain consists of performance criteria and their relevant indicators. These indicators will be developed at local level appropriate to the division of the Register and the specialty.

A team and partnership approach will be applied when assessing the student nurses as the assessor will consult with colleagues in determining the student nurses' competence. Clinical Nurse Managers, nurse tutors and third level institutions will agree on the assessment process.

Student nurses are deemed to be either competent or not and where competence has not been achieved the student nurse will be given opportunities to develop competence.

Domain 1. Professional/Ethical Practice

Indicators:

<p>1.1. Practices in accordance with legislation affecting nursing practice.</p>	<ul style="list-style-type: none"> • Integrates accurate and comprehensive knowledge of ethical principles, the <i>Code of Professional Conduct</i> and within the scope of professional nursing practice in the delivery of nursing practice. • Fulfils the duty of care in the course of nursing practice. • Implements the philosophies, policies, protocols, and clinical guidelines of the healthcare institution. • Responds appropriately to instances of unsafe or unprofessional practice. • Integrates knowledge of the rights of clients and groups in the health care setting. • Serves as an advocate for the rights of clients or groups. • Ensures confidentiality in respect to records and interactions. • Practices in a way that acknowledges the differences in beliefs and cultural practices of individuals/groups/communities.
<p>1.2. Practices within the limits of own competence and takes measures to develop own competence.</p>	<ul style="list-style-type: none"> • Determines own scope of practice utilizing the principles for determining scope of practice in the <i>Scope of Nursing and Midwifery Practice Framework</i> document. • Recognises own abilities and level of professional competence. • Accepts responsibility and accountability for consequences of own actions and omissions. • Consults with supervisors if allocated nursing assignments are beyond competence. • Clarifies unclear or inappropriate instruction. • Formulates decisions about care within the scope of professional nursing practice utilising the Decision-Making Framework in the <i>Scope of Nursing and Midwifery Practice Framework</i> document.

Domain 2: Holistic Approaches to Care and the Integration of Knowledge

Indicators:

- | | |
|--|--|
| <p>2.1. Conducts a systematic holistic assessment of clients' needs based on nursing theory and evidence-based practice.</p> | <ul style="list-style-type: none"> • Uses an appropriate assessment framework safely and accurately. • Analyses data accurately and comprehensively leading to appropriate identification of findings. • Incorporates relevant research findings into nursing practice. • Promotes research designed to improve nursing practice. |
| <p>2.2. Plans care in consultation with the client taking into consideration the therapeutic regimes of all members of the health care team.</p> | <ul style="list-style-type: none"> • Establishes priorities for resolution of identified health needs. • Identifies expected outcomes including a time frame for achievement. • Identifies criteria for the evaluation of the expected outcomes. • Plans for discharge and follow up care. |
| <p>2.3. Implements planned nursing care/interventions to achieve the identified outcomes.</p> | <ul style="list-style-type: none"> • Delivers nursing care in accordance with the plan that is accurate, safe, comprehensive and effective. • Creates and maintains a physical, psychosocial, and spiritual environment that promotes safety, security and optimal health. • Provides for the comfort needs of individuals. • Acts to enhance the dignity and integrity of individuals/clients/groups/communities. |
| <p>2.4. Evaluates client progress toward expected outcomes and reviews plans in accordance with evaluation data and in consultation with the client.</p> | <ul style="list-style-type: none"> • Assesses the effectiveness of nursing care in achieving the planned outcomes. • Determines further outcomes and nursing interventions in accordance with evaluation data and consultation with the client. |

Domain 3. Interpersonal Relationships

Indicators:

- | | |
|---|---|
| <p>3.1. Establishes and maintains caring therapeutic interpersonal relationships with individuals/clients/groups/communities.</p> | <ul style="list-style-type: none"> • Reflects on the usefulness of personal communication techniques. • Conducts nursing care ensuring clients receive and understand relevant and current information concerning health care. • Assists clients/groups/communities to communicate needs and to make informed decisions. |
| <p>3.2. Collaborates with all members of the health care team and documents relevant information.</p> | <ul style="list-style-type: none"> • Participates with all health care personnel in a collaborative effort directed toward decision making concerning clients. • Establishes and maintains accurate, clear and current client records within a legal and ethical framework. |

Domain 4. Organisation and Management of Care

Indicators:

- | | |
|---|--|
| 4.1. Effectively manages the nursing care of clients/groups/communities. | <ul style="list-style-type: none"> • Contributes to the overall goal/mission of the health care institution. • Demonstrates the ability to work as a team member. • Determines priorities for care based on need, acuity and optimal time for intervention. • Selects and utilises resources effectively and efficiently. • Utilises methods to demonstrate quality assurance and quality management. |
| 4.2. Delegates to other nurses activities commensurate with their competence and within their scope of professional practice. | <ul style="list-style-type: none"> • When delegating a particular role/function account is taken of the principles outlined in the <i>Scope of Nursing and Midwifery Practice Framework</i>. |
| 4.3. Facilitates the co-ordination of care. | <ul style="list-style-type: none"> • Works with all team members to ensure that client care is appropriate, effective, and consistent. |

Domain 5. Personal and Professional Development

Indicators:

- | | |
|--|---|
| 5.1. Acts to enhance the personal and professional development of self and others. | <ul style="list-style-type: none"> • Demonstrates a commitment to life long learning. • Contributes to the learning experiences of colleagues through support, supervision and teaching. • Educates clients/groups/communities to maintain and promote health. |
|--|---|

2.3 Children's Nurse Post Registration Education Programme

2.3.1 Syllabus/ Indicative Content

Introduction

Childhood forms a distinct phase of life and children are a social group that merit their own status within contemporary society. Children are not “miniature adults”. They are special, important and unique individuals with bio/psycho/social and spiritual needs relative to their level of maturity and dependence. It is also acknowledged that the child exists within the immediate context of his/her family system.

Nursing the child with health care needs requires the adoption of a child and family-centred philosophy within which each child and his/her family are valued. The aim of children's nursing is to facilitate child and family empowerment, and to enable maintenance/restoration of optimal well-being for the child in a needs-led culturally sensitive and high quality manner.

It is universally acknowledged that a child and his/her family deserve to be cared for by specially trained nurses in order to ensure the facilitation of delivery of holistic and appropriate care within a variety of health care settings. Within such a programme of nurse education the learner will gain insight into the complexity of caring for this client group, and will develop the relevant knowledge, attitudes and skills that are required for competent nursing practice and lifelong learning.

The term “children's nurse” is used for consistency with the Registered Children's Nurse Division of the Register maintained by An Bord Altranais. The term “child” refers to the infant, child and adolescent.

The list of topics included in the syllabus is not exhaustive. It provides an indication of the content of the Registered Children's Nurse education programme in terms of topics and gives no indication of the weighting of each topic in the curriculum.

Foundations of Contemporary Children's Nursing

- The development of children's nursing including the historical, contemporary, political, social, economic, legal, professional, educational, cultural and international factors influencing its development.
- Evolution and development of the role of the children's nurse.
- Demographic profile and changing trends in child health care.
- The health and social services available to the child and family in relation to access, entitlements and provisions.
- Current national and international child and family health issues, policies and initiatives.

The Art and Science of Children's Nursing

- Definitions and conceptualisations of children's nursing practices including child and family centred care.
- Philosophical and theoretical foundations of key concepts underpinning children's nursing practice including children's nursing models.
- Sources of knowledge underpinning children's nursing practice.
- Process of developing children's nursing knowledge and practice through review, reflection and research.
- The application and utilization of a systematic approach to nursing care including assessment/identification of needs, planning, prioritizing, facilitating, delivering and negotiating the delivery of care and evaluating nursing care for all children.

Children's Nursing Practice

- Informed evidence-based, safe, and holistic nursing practice in a primary, emergency and acute care, life-threatening illness, chronic illness, palliative and terminal care settings.
- The nurse's role, responsibility and practice related to diagnostic investigations, methods of treatment including drug therapy, curative, palliative and terminal aspects of care.
- The ability to be responsible and flexible in meeting the identified needs of the child and family and to integrate these needs into care, discharge planning and support in dying and death.
- Process of developing nursing practice in partnership with children and families in relation to performing, assisting, supporting, educating and rehabilitating the individual at all ages in hospital, community and home care settings.
- Awareness of complementary and alternative therapies for the child in hospital and other appropriate care settings.

Psychology as Applied to Children's Nursing Practice

- Developmental psychology.
- Behavioural psychology.
- Social psychology.
- Health and illness psychology relating to children.
- Play and education as a developmental and therapeutic activity.
- Impact of illness, disability, and hospitalisation for children and families.

The Child in Health and Illness

- The process of development from conception to childhood and the genetic and environmental factors influencing each developmental phase.
- The bio/psycho/socio/economic/cultural/spiritual and political factors influencing the development of the child and his/her experience of health and illness.
- The nature of disease and pathological processes and how they alter normal function and activities of living of the child.
- The unique world of the child and family and the nursing responsibility and practice in relation to children with chronic and life limiting illness, learning/physical/intellectual disability and mental health problems and vulnerable children including disadvantaged and ethnic/cultural minorities.
- Caring for children and their families in a multicultural society.
- The importance of play/therapeutic play and education in childhood.
- The affects of illness and hospitalization on the child and family.

Child and Family Health Promotion

- Concepts of child and family health and well being, illness, disease and disability.
- Models and approaches to health promotion and public health.
- Demographic and epidemiological trends in child health and illness.
- Local, national and international strategies and policies influencing child health.
- Contemporary issues in protection and welfare of children.
- Factors affecting child and family health including social, cultural, gender, environment, political and economic factors.
- Factors affecting foetal and maternal health and wellbeing.

- The unique role and skills of the children's nurse in assessing planning, facilitating and evaluating healthy life targets in partnership with the child and family.
- The role of the children's nurse in health promotion and health education, and the application of the principles of health promotion and health education for children and their families.
- The education and empowerment of children and families in achieving optimum health status.

Communication and Interpersonal Skills for Children's Nursing

- Self-awareness, exploration of the impact of personal beliefs, values, attitudes and feelings and their impact on interactions.
- Development of age appropriate interpersonal, cross cultural and communication techniques and skills essential for therapeutic relationships with children and families according to age, ethnicity, disability and impairment.
- The establishment of effective professional relationships by communicating, collaborating and liaising with child, family and person(s) significant in the child's life, nursing colleagues and members of the multidisciplinary healthcare team.
- Development of verbal and written skills in relation to information giving, teaching and presentation of health information and maintaining clinical nursing records.
- Creating and contributing to a work environment supportive of teaching and learning, through preceptorship, clinical supervision and mentorship.
- The role of counselling skills and their application to the child.
- Pastoral care and philosophical foundations of spiritual well being, loss and grief, bereavement, dying and death.

Professional and Personal Development of the Children's Nurse

- Self-directed learning skills, critical thinking/reasoning skills and decision-making skills in nursing as the foundation for life-long professional education, maintaining competency and career development.
- The scope of children's nursing practice as defined by the profession, legislation and ethical codes and values.
- Legal and ethical issues relevant to the health care of children.
- The professional behaviour and conduct of the children's nurse in relation to accountability, confidentiality and advocacy.
- Delivery of a nursing care service that is family-centred in all health care settings, which is responsive and flexible to changing needs of the child, families, the community and society.
- Process of developing nursing practice and ensuring quality care including audit/quality improvement mechanisms.
- Multi-disciplinary team functioning and differing role boundaries including the role of formal and informal carers.
- The promotion and protection of children's rights and their incorporation into national and international health care policies.
- The fostering of a supportive clinical work environment that facilitates self-determination, teaching and assessing, effective coping skills, professional and safe standards of care.
- Current issues in personal and professional development.

2.3.2. Theoretical and Clinical Instruction

In the case of the post-registration programme there must be 12 weeks of theoretical instruction given.

Clinical Instruction

The following is the number of weeks to be spent in the different aspects of clinical instruction over the fifty-two weeks of the post-registration programme:

CLINICAL INSTRUCTION	MINIMUM NO. OF WEEKS
Nursing children with medical/surgical disorders (including nursing infants under 1 year)	22
Nursing children in Accident and Emergency (including outpatient department)	4
Nursing children requiring high-dependency care	2
Specialist placements* Operating theatre Maternity care Intellectual disability Community	8
Total	36
Clinical = 36 weeks	
Theory = 12 weeks	
Holidays = 4 weeks	

*Should a student have obtained the clinical experience in a previous training course registered by the candidate it is not necessary to repeat. These weeks must be incorporated into the clinical instruction weeks.

Following any interruption** in the educational programme the third level institution in partnership with health care institutions ensures that the student meets the programme requirements.

** Interruption: Any leave (other than annual leave and bank holidays) including sick leave, maternity leave, paternity leave, parenting leave, compassionate leave and special leave.

SECTION 3

Requirements for Nurse Tutor Registration Education Programme



An Bord Altranais

April 2007

Section 3:

Requirements for Nurse Tutor Registration Education Programme Syllabus/Indicative Content

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 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 third level institutions.

3.1 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 higher education institutions, 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.

3.2 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 An Bord Altranais.
- 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 An Bord Altranais, undertake a further post-graduate qualification in education, and subsequently apply for registration as a Nurse Tutor with An Bord Altranais.

3.3 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 registered Nurse Tutor in both the academic and clinical education setting.

The Nurse Tutor Registration 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 *Requirements and Standards for Nurse Registration Education Programmes (2005)* and *Requirements and Standards for the Midwife Registration Education Programme (2005)*.
- 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.

3.4 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.

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 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.

3.10 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.

3.11 Teaching Practice

Teaching practice should be undertaken in third level institutions 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.

3.12 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.

3.13 Nurse Tutor Registration Education Programme

To be recognised by An Bord Altranais 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 Requirements and Standards set out in this document have been met.

The Requirements and Standards described in Section 3 are intended to be broad statements of principle that can be applied creatively in order for educational institutions to provide flexible, meaningful and appropriate programmes of education for Registered Nurse Tutors.

SECTION 4

Standards For The Approval Of Third Level Institutions, Health Care Institutions and Educational Programmes Leading To Registration



An Bord Altranais

April 2007

Section 4:

Standards for the Approval of Third Level Institutions, Health Care Institutions and Educational Programmes leading to Registration

4.1. The Approval Process for Third Level Institutions, Health Care Institutions and Educational Programmes leading to Registration

An Bord Altranais has statutory responsibility to approve third level institutions and health care institutions in respect of educational programmes leading to registration. Educational quality will be achieved through partnership and collaboration between the key stakeholders utilising the principles of governance and self-assessment.

The approval process as part of An Bord Altranais quality education framework consists of three parts:

- a) approval of the third level institution and health care institution(s).
- b) approval of the education programme(s).
- c) review of annual reports.

a) Approval of Third Level Institution and Health Care Institution(s)

1. The third level institution and its linked health care institution(s) must make a written submission to An Bord Altranais in the form of a self-assessment audit of compliance with An Bord Altranais standards and must declare that its curricular programmes comply with the standards. This self-assessment audit must be submitted every five years.
2. The third level institution and its linked health care institution(s) must declare that they are suitable for the education and training of candidates for registration.
3. At least once every five years An Bord Altranais will, by means of site visits, satisfy itself as to the suitability of the third level institution/health care institution(s) in respect of the capacity and capability of the institution to provide education and clinical practice experiences leading to registration.
4. Site visits will take place in an atmosphere of partnership and collaboration aimed at continuous quality improvement.
5. The site visit team will include a Board member(s) and an Officer(s) of the Board. An external expert and/or health service user may form part of the site visit team.
6. A report in respect of the site visit will be forwarded to the third level institution and its linked health care institution(s) following approval by An Bord Altranais.

b) Approval of the Programme

1. The third level institution and its linked health care institution(s) must submit to An Bord Altranais a detailed curriculum document including evidence of compliance with An Bord Altranais standards in respect of each registration programme. All supporting documentation (competence assessment tool, clinical and educational audit tool) will be submitted at this time. Submissions must be in print i.e. hard copy.
2. The third level institution, health care institution(s) must declare that their curricular programmes comply with An Bord Altranais standards.

3. An Officer of An Bord Altranais will initially review the curriculum and prepare a report. A Validation Committee appointed by An Bord Altranais will validate the curriculum. This committee will include representatives of third level institutions and health care institutions. The decision of the Validation Committee will require the approval of the Education and Training Committee and the Board of An Bord Altranais.
4. Once approval has been granted it will be maintained through annual monitoring and review.

The following general provisions regarding the process of approval apply:

Approval may be granted or withheld. Conditions to be implemented within a specified time-scale may be attached to programme(s) approval. Recommendations may also be attached to approval.

After approval has been granted, any subsequent changes within the third level institution and its linked health care institution(s) or in the education programme(s) that affect any aspect of compliance with these standards must be notified to An Bord Altranais.

The duration of approval of the education programme(s) will be specified by An Bord Altranais but will be no longer than five years.

Notification of approval of the third level institution and its linked health care institution(s) will be by letter from An Bord Altranais.

Summary details of approved programmes including clinical sites will be published on An Bord Altranais website.

c) Review of Annual Reports.

An Bord Altranais requires the third level institution/health care institution(s) to produce an annual report. The annual report will be submitted in February of each year and will be produced jointly by the third level institution/health care institution(s).

The annual report should include the following information:

- Update on conditions and recommendations in respect of programme(s) approval and site visit report
- Evidence that programmes continue to meet An Bord Altranais requirements
- Information on the quality of the clinical practice placements and the arrangements/structures that are in place to enable students achieve the learning outcomes
- Student numbers per cohort per programme
 - Number of places available per programme
 - Number of places accepted
 - Attrition rates
 - Current numbers
- Changes to curriculum structures or processes
- Changes to marks and standards
- A list of the nurse/midwife lecturers to include Division of the Register and An Bord Altranais PIN numbers
- Change of External Examiner(s) to include verification of compliance with Standard 3.2.5.3 and An Bord Altranais PIN number if applicable
- The External Examiner's annual report or a summary

In addition to the annual report, any significant changes that affect any aspect of compliance with the requirements and standards must be notified to An Bord Altranais.

New Programmes leading to registration may not commence without prior approval of An Bord Altranais.

The Appeal Process

Provision is made to appeal the decision of An Bord Altranais with regard to the approval of a programme and/or institution(s). The appeal process gives a hearing to the third level institution and the health care institution(s) in the event of a disagreement with An Bord Altranais. Any appeal must be made within 30 days of date of receipt of decision of An Bord Altranais. The request must be made in writing by senior representative(s) of the third level institution/health care institution(s) outlining the reasons why the decision is being questioned by the partnership. Upon acceptance of the appeal by the President of An Bord Altranais, the Appeals Panel is appointed. The Panel will comprise the President of An Bord Altranais (or delegated representative), who will act as Chair, a Board Member, Chief Education Officer (or delegated representative), an Education Officer and education representative from a third level institution not involved in the programme. An Bord Altranais Appeal's Panel will hear the evidence. The Chair, within seven working days, will communicate the final outcome of the appeal in writing to the relevant stakeholders.

4.2 Standards for the Approval of Third Level Institutions, Health Care Institutions and Educational Programmes leading to Registration.

4.2.1 The Third Level Institution and Health Care Institution(s).

The third level institution and the health care institution(s) are committed to providing nurse education programmes, which demonstrate that the highest standards of professional education and training are in place.

- 4.2.1.1 All statutory and regulatory requirements of An Bord Altranais are met.
- 4.2.1.2 The third level institution and health care institution(s) respond to change effecting professional, educational, health, social and economic issues.
- 4.2.1.3 The third level institution and health care institution(s) keep appropriate records including records for the conferment of professional and academic awards.
- 4.2.1.4 The process of monitoring student attendance in respect of the theoretical and clinical and teaching practice experience requirements is declared.
- 4.2.1.5 The organisation structure supporting the management of the educational programme is explicit.
- 4.2.1.6 The course leader/co-ordinator leading the programme team is a Registered Nurse Tutor with appropriate academic, professional qualifications and experience.
- 4.2.1.7 A Local Joint Working Committee, which includes representatives of the key stakeholders from the third level institution and health care institution(s) is in operation to oversee and continually monitor at local level, programme implementation so that any existing problems can be promptly identified and properly addressed.
- 4.2.1.8 The staff resource supports the delivery of the educational programme at the stated professional and academic level.
- 4.2.1.9 Audit of both the academic and the clinical learning environment should facilitate the identification of the number of students that may be effectively supported within a clinical practice placement.
- 4.2.1.10 Nursing/midwifery subjects are developed and taught by registered nurses/midwives with appropriate professional and academic qualifications and teaching expertise in the subject matter.
- 4.2.1.11 Nurses/midwives involved in the delivery of the programme must have their names entered on the appropriate division of the Active Register maintained by An Bord Altranais.
- 4.2.1.12 The methodology of the higher education institutes to support students in the clinical learning environment and be involved in clinical practice and its development must be made explicit.

- 4.2.1.13 A mechanism for staff development that prepares staff to deliver the educational programme including the provision for maintaining nursing/midwifery expertise and credibility is declared.
- 4.2.1.14 Educational resources/facilities (including technological support) to meet the teaching and learning needs of the students to complete the programme are met for the entirety of the programme.
- 4.2.1.15 The mechanism for student admission to the educational programme ensures that the stated entry requirements are met. The mechanism and conditions for students exiting the educational programme before completion are explicit.
- 4.2.1.16 The conditions for students continuing progression and successful completion of the programme are explicit and are made known, in writing, to students at the beginning of the programme.
- 4.2.1.17 Following any interruption* in the educational programme the partnership institutions ensure that the student meets the educational programme requirements as identified by An Bord Altranais.
- 4.2.1.18 Student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed.
- 4.2.1.19 The mechanism for student support in relation to student services, facilities, academic and personal guidance is explicit.
- 4.2.1.20 An Bord Altranais (Registration Department) is notified in writing of any student who exits the programme prior to successful completion of the programme.
- 4.2.1.21 The third level institution and the health care institution(s) provide an annual report on the educational programmes including the external examiner's report or a summary to An Bord Altranais.

4.2.2 Curriculum Design and Development.

Curriculum design and development should reflect current, evidence/researched based educational theory and health care practice. The curriculum model chosen should be dynamic and flexible to allow for changes in nursing practice and health care delivery and the development of evidence based practice.

- 4.2.2.1 All statutory and regulatory requirements of An Bord Altranais are adhered to.
- 4.2.2.2 The curriculum design and development is based on An Bord Altranais Requirements for Nurse Registration Education Programmes.
- 4.2.2.3 Curriculum design and development led by Registered Nurse Tutors is guided by professional nursing/midwifery knowledge that is evidence/research based.
- 4.2.2.4 The curriculum development team comprises representative members of key stakeholders in nursing/midwifery education.
- 4.2.2.5 The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice, to achieve the learning outcomes as stated by An Bord Altranais.
- 4.2.2.6 The curriculum utilises a range of teaching-learning strategies to assist the development of knowledgeable, competent, reflective practitioners willing to accept personal and professional accountability for evidenced-based practice, practitioners equipped with the life-long skills for problem solving and self-directed learning.
- 4.2.2.7 The curriculum design reflects various methods of teaching/learning and provides a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed learning. The module descriptors identify the aims, the learning outcomes, the syllabus content, student contact hours, student effort/self directed learning hours and the assessment strategies.

*Interruption: any leave (other than annual leave and bank holidays) including sick leave, maternity leave, force majeure leave, parenting leave, compassionate and special leave.

- 4.2.2.8 The curriculum articulates how the student is enabled to achieve the expected learning outcomes of the programme.
- 4.2.2.9 The curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes.
- 4.2.2.10 Opportunity for the student to experience an elective clinical placement in another European Union health care system may be provided for a maximum period of twelve weeks duration. Clinical placements are based in institutions approved by the competent authority of the Member State. Any exception to these needs to be approved by An Bord Altranais. Criteria and mechanisms for international exchange students are explicit.

4.2.3 Clinical Practice Experience and the Clinical Learning Environment

The aim of clinical practice learning is to enable students develop the domains of competence and become safe, caring, competent decision-makers willing to accept personal and professional accountability for evidence-based nursing care. Clinical practice experience, whether in the hospital or in the community care setting, forms the central focus of the profession and is an integral component of the nurse registration education programme.

- 4.2.3.1 Clinical practice placements are based in health care institutions that are the subject of audit as to their suitability as quality clinical learning environments and An Bord Altranais standards of approval.
- 4.2.3.2 Prior to using new clinical practice placement sites, verification of the completed audit as endorsed by the higher education institution must be submitted to An Bord Altranais.
- 4.2.3.3 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 educational programme.
- 4.2.3.4 Student allocation to clinical placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills, knowledge and competence.
- 4.2.3.5 Opportunity for the student to experience direct contact with the patient or client should be provided early in the educational programme.
- 4.2.3.6 Clearly written up-to-date learning outcomes/objectives appropriate to the clinical practice environment are available and accessible to ensure optimal use of valuable clinical practice experience. The learning outcomes/objectives are reviewed and revised as necessary.
- 4.2.3.7 Students and all those involved in meeting their learning needs are fully acquainted with the expected learning outcomes relating to that clinical placement.
- 4.2.3.8 Each student is assigned a named preceptor, who is a registered nurse/midwife, during clinical practice placement to provide support and supervision.
- 4.2.3.9 Preceptors/nurses/midwives who support students, should have completed a teaching and assessing course to enable them support, guide and assess students and assist them learn the practice of nursing.
- 4.2.3.10 Named Registered Nurse Tutors in liaison with named clinical placement co-ordinators/preceptors and registered nursing/midwifery staff, monitor the quality of clinical learning environments and guide and support the students, ensuring that the clinical practice placement(s) provides an optimum learning environment.
- 4.2.3.11 Clinical practice experience includes experience of the 24 hour cycle of patient/client care. At all times there must be sufficient registered practitioners to facilitate the supervision and support of student nurses and midwives to achieve the expected learning outcomes of the programme. Students must be supported and supervised which consolidates the completed theoretical learning and supports the achievement of clinical competence on graduation and registration.
- 4.2.3.12 Quality assurance indicators are identified and measured in relation to:

- sufficient registered practitioners to facilitate the supervision of student nurses and midwives.
- availability of evidence based practice guidelines to support care.
- research awareness and the application of research findings.
- evidence of individualised, holistic patient/client focused care.
- availability of policies/protocols in respect of medication management and good practice in recording nursing/midwifery care/intervention.
- evidence of mechanisms of audit of nursing/midwifery documentation.
- evidence of continuing professional development of all practice staff.
- evidence of clinical risk management programmes.
- availability of mechanisms for student support, supervision and assessment.
- availability of mechanisms for educational and clinical audit.
- availability of mechanisms to involve the public and patients/clients in healthcare.

4.2.4 The Assessment Process.

The assessment of learning is a continuous process and demonstrates a balanced and integrated distribution throughout the educational programme.

4.2.4.1 Assessments are strategically planned and function to:

- provide feedback on student progress.
- ensure educational standards (theoretical and teaching practice) are achieved before entry to the next part/year of the programme, as appropriate.

4.2.4.2 Assessments are based on a variety of strategies that are aligned with the subject area, clinical practice setting, stage of the educational programme and expected learning outcomes.

4.2.4.3 Assessment measures the integration and application of theory to patient/client care learned throughout the programme and requires the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice.

4.2.4.4 Assessment strategies are established as reliable and valid measurements of learning outcomes.

4.2.4.5 The grading criteria indicating the standard for a pass award is declared and made explicit for theoretical and clinical practice assessments.

4.2.4.6 Assessment regulations relating to compensation, supplemental examinations, appeal mechanisms and conditions for continuance on the programme are explicit and made known to students and key stakeholders.

4.2.4.7 The assessment strategy does not allow compensation between theoretical and teaching practice assessments.

4.2.4.8 The mechanism whereby records are maintained demonstrate that each student meets the declared standards of learning outcomes in both the clinical and theoretical components of the programme, and is eligible for registration.

4.2.4.9 Eligibility to register with An Bord Altranais is based on successful completion of the programme and the successful achievement of both the theoretical and teaching practice assessments.

4.2.5 External Examiners.

External examiners have an important role in maintaining the standard of nursing/midwifery programmes by providing an independent view about the content, structure, organisation and assessment of the education programme.

- 4.2.5.1 External examiners are appointed by the third level institution in accordance with specified criteria (see 4.2.5.3 below).
- 4.2.5.2 The role of the external examiner is explicit and functions to:
- maintain the quality and standards of registration education programmes.
 - ensure the assessment strategies for theory and practice are reliable and equitable.
 - ensure individual students are treated fairly.
- 4.2.5.3 External examiners for nursing/midwifery studies:
- are registered nurses/midwives with professional qualifications. appropriate to the registration education programme being examined.
 - hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the programme being examined.
 - have experience in examining and assessing registration students.
 - have experience in the development, management, delivery and evaluation of registration education programmes.
 - have at least 2 years full-time experience in the area of clinical practice appropriate to the registration education programme being examined.
- 4.2.5.4 The mechanism whereby the external examiner is provided with relevant documentation, participates in decision-making concerning the programme and has membership of the Examination Boards of the Third Level Institution, is explicit.
- 4.2.5.5 The third level institution verifies to An Bord Altranais that the external examiner meets the standard as set out in 4.2.5.3.

APPENDICES



An Bord Altranais

April 2007

Appendix I

Approval criteria for programmes.

The standards for the approval of third level institutions, health care institutions, curriculum design and development, clinical practice experience, assessment process and external examiners are the benchmarks used for programme approval criteria.

References

- An Bord Altranais (April 2004) *Nurses Rules, 2004*. Dublin. An Bord Altranais.
- An Bord Altranais (2000) *Requirements and Standards for Nurse Registration Education Programmes*. 2nd Ed. Dublin: An Bord Altranais
- An Bord Altranais (2005) *Requirements and Standards for Nurse Registration Education Programmes*. 3rd Ed. Dublin: An Bord Altranais
- An Bord Altranais (2000) *Requirements and Standards for the Midwife Registration Education Programme*. 2nd Ed. Dublin: An Bord Altranais
- An Bord Altranais (2005) *Requirements and Standards for the Midwife Registration Education Programme*. 3rd Ed. Dublin: An Bord Altranais
- Department of Health and Children (2000) *Report of the Paediatric Nurse Education Review Group*. Dublin: The Department of Health and Children
- Government of Ireland (1998) *Report of the Commission on Nursing. A Blueprint for the Future*. Dublin : The Stationery Office.
- Government of Ireland (2000) A Strategy for the Pre-registration Nursing Education Degree Programme. *The Report of the Nurse Education Forum*. Dublin: The Stationery Office.
- National Qualifications Authority of Ireland (2003) *National Framework of Qualifications. A Framework for the development, recognition and award of qualifications in Ireland*.
- An Bord Altranais (2000) *Code of Professional Conduct for each Nurse and Midwife*. Dublin. An Bord Altranais
- An Bord Altranais (2000) *Scope of Nursing and Midwifery Practice Framework*. Dublin. An Bord Altranais





An Bord Altranais

An Bord Altranais. Tel: 01 639 8500. Web: www.nursingboard.ie Email: admin@nursingboard.ie