

**AN EVALUATION STUDY OF THE
REGULATORY APPROACH TO
GENERAL NURSE EDUCATION
2001 – 2004 IN IRELAND**

**Volume 2
(Appendices)**

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PhD

2006

Volume 2 (of 3)

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TO GENERAL NURSE EDUCATION 2001 – 2004 IN IRELAND**

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**Ph D Thesis presented to
Dublin City University, School of Educational Studies
as requirement for the Degree of Doctor of Philosophy
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April 2006

Volume 2 (of 3)

APPENDICES

Volume 2 Appendices A-C

APPENDIX A	Developing sub questions of An Bord Altranaís Requirements and Standards (2000)
APPENDIX B	Indicators of Standards of Requirements of An Bord Altranaís (2000)
APPENDIX C	Matrix of How the Programmes met the Standards for the Approval of Third Level Institutions, Health Care Institutions and Educational Programmes Leading to Registration (ABA 2000)

APPENDIX A

Developing Sub Questions of An Bord Altranais
Requirements and Standards (2000)

APPENDIX A

DEVELOPING SUB QUESTIONS OF AN BORD ALTRANAIS REQUIREMENTS AND STANDARDS (2000)

ABA STANDARD	QUESTIONS OF THE STANDARD
3.2.1.1 All statutory and regulatory requirements of An Bord Altranais and European Directives are met	3.2.1.1. Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?
3.2.1.2 The third level institution and health care institution responds to change effecting professional, educational, health, social and economic issues	3.2.1.2. Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?
3.2.1.3 The third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards.	3.2.1.3. Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?
3.2.1.4 The process for monitoring student attendance is declared.	3.2.1.4. Is the process for monitoring student attendance declared?
3.2.1.5. The organisational structure supporting the management of the educational	3.2.1.5. Is the organisational structure supporting the management of the educational programme explicit?
3.2.1.6 The third level institution and health care institution has a nurse education committee, which includes representatives	3.2.1.6. Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?
3.2.1.7 The role of the external examiner in relation to the educational programme is explicit.	3.2.1.7. Does the HEI make the role of the external examiner explicit in relation to the educational programme?
3.2.1.8 The staff resource supports the delivery of the educational programme at the stated professional and academic level.	3.2.1.8. Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?
3.2.1.9 The ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) is 1:15.	3.2.1.9. Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?
3.2.1.10 Nursing/Midwifery tutors without a teaching qualification are employed for a maximum period of one year prior to commencing a teacher's preparation	3.2.1.10. Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teacher's preparation

ABA STANDARD	QUESTIONS OF THE STANDARD
programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais	programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?
3 2 1 11 Nursing/midwifery subjects are developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter	3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?
3 2 1 12 Registered nurse/midwife tutors are involved in clinical practice and its development	3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?
3 2 1 13 A mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/midwifery expertise and credibility is identified	3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/midwifery expertise and credibility identified?
3 2 1 14 The third level institution and health care institution provides administrative and clerical support for all educational activity	3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?
3 2 1 15 The third level institution and health care institution provides educational resources/facilities (including library, computer, audio-visual & accommodation) to meet the teaching and learning needs of the programme	3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?
3 2 1 16 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	3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?
3 2 1 17 Following any interruption in the educational programme the third level institution and the health care institution ensures that the student meets the educational programme requirements	3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?
3 2 1 18 Student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed	3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?

ABA STANDARD	QUESTIONS OF THE STANDARD
3 2 1 19 The mechanism for student support in relation to student services, facilities and academic guidance is explicit	3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?
3 2 1 20 The third level institution and health care institution provides an annual report on the educational programmes including the external examiner's report to An Bord Altranais	3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?
3 2 2 1 All statutory and regulatory requirements of An Bord Altranais and European directives are adhered to	3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?
3 2 2 2 The curriculum design and development is based on An Bord Altranais Requirements for Nurse Registration Education Programmes	3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?
3 2 2 3 Curriculum design and development led by registered nurse tutors is guided by professional nursing knowledge which is evidence/research based	3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?
3 2 2 4 The curriculum development team comprises representative members of key stakeholders in nursing education and practice	3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?
3 2 2 5 The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme	3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?
3 2 2 6 The curriculum is based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning	3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?
3 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 study	3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?

ABA STANDARD	QUESTIONS OF THE STANDARD
3 2 2 8 The curriculum equips the student with a level of knowledge, research awareness and critical analysis	3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?
3 2 2 9 The curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes	3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?
<p>3 2 2 10 Quality assurance indicators are identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	<p>3 2 2 10 Have quality assurance indicators been identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit
3 2 2 11 Opportunity for the student to experience other European Union health care systems may be provided in a clinical placement 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 this need to be approved by An Bord Altranais Criteria and mechanisms for international exchange students are explicit	3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?
3 2 3 1 Clinical placements are based in health care institutions, which are approved by An Bord Altranais	3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?
3 2 3 2 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	3 2 3 2 Does 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?
3 2 3 3 Student allocation to clinical placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills	3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?
3 2 3 4 Opportunity for the student to experience direct contact with the patient	3 2 3 4 Is there opportunity for the student to experience direct contact with the patient

ABA STANDARD	QUESTIONS OF THE STANDARD
or client should be provided early in the educational programme	or client early in the educational programme?
3 2 3 5 Clearly written learning outcomes/objectives appropriate to the clinical area are available to ensure optimal use of valuable clinical experience The learning outcomes/objectives are revised as necessary	3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?
3 2 3 6 Students and all those involved in meeting their learning needs are fully acquainted with the expected learning outcomes relating to that clinical placement	3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?
3 2 3 7 Named registered nurse/midwife tutors in liaison with named clinical placement coordinators/preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment	3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?
3 2 3 8 The supernumerary status of the student is explicit (see Appendix 1)	3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)
3 2 3 9 Clinical practice includes experience of the 24-hour cycle of patient care At all times there must be sufficient registered practitioners to facilitate the supervision of student nurses It is recommended, where possible, this should be a ratio of one student to one registered practitioner	3 2 3 10 Does clinical practice include experience of the 24-hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?
3 2 4 1 Assessments are strategically planned and function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate 	3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate

ABA STANDARD	QUESTIONS OF THE STANDARD
3 2 4 2 Assessments, including final assessment, are based on a variety of strategies which are aligned with the subject area, practice setting, stage of the educational programme and expected learning outcomes	3 2 4 2 Are assessments, including final assessment, based on a variety of strategies that are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?
3 2 4 3 Assessment measures the integration and application of theory to patient 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	3 2 4 3 Do the assessments measure the integration and applications of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?
3 2 4 4 Assessment strategies are established as reliable and valid measures of learning outcomes	3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?
3 2 4 5 A grading criteria indicating the standard for a pass award is required for theoretical and clinical practice assessments An award/grading mechanism that acknowledges higher achievements by the student is recorded	3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student are recorded?
3 2 4 6 Assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme are explicit	3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?
3 2 4 7 The assessment strategy does not allow compensation between theory and clinical practice components	3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?
3 2 4 8 The mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration	3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?
3 2 4 9 Eligibility to register with An Bord Altranais is based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments	3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?

ABA STANDARD	QUESTIONS OF THE STANDARD
3 2 5 1 External examiners are appointed by the third level institution in accordance with specified criteria	3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?
3 2 5 2 The role of the external examiner is explicit and functions to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly 	3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly?
3 2 5 3 External examiners for nursing studies <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice 	3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined

APPENDIX B

Indicators of Standards of Requirements of An Bord
Altranais (2000)

APPENDIX B

**INDICATORS OF STANDARDS OF REQUIREMENTS
OF AN BORD ALTRANAIS (2000)**

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 1 1 All statutory and regulatory requirements of An Bord Altranais and European Directives are met	Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction
3 2 1 2 The third level institution and health care institution responds to change effecting professional, educational, health, social and economic issues	Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes
3 2 1 3 The third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards	Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements
3 2 1 4 The process for monitoring student attendance is declared	Is the process for monitoring student attendance declared?	Monitoring system of student attendance in situ
3 2 1 5 The organisational structure supporting the management of the educational	Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders
3 2 1 6 The third level institution and health care institution has a nurse education committee, which includes representatives	Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders
3 2 1 7 The role of the external examiner in relation to the educational programme is explicit	Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the extern examiner are articulated
3 2 1 8 The staff resource supports the delivery of the educational programme at the stated	Is the staff resource supporting the delivery of the educational programme at the stated professional and academic	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
professional and academic level	level?	- CV's of staff
3 2 1 9 The ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) is 1 15	Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1 15?	Tutor to student ratio - CV's of tutors - PIN numbers of tutors
3 2 1 10 Nursing/Midwifery tutors without a teaching qualification are employed for a maximum period of one year prior to commencing a teacher's preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais	Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff
3 2 1 11 Nursing/midwifery subjects are developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter	Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses
3 2 1 12 Registered nurse/midwife tutors are involved in clinical practice and its development	To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links -Practice level agreements Memorandum of understanding
3 2 1 13 A mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility is identified	Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity
3 2 1 14 The third level institution and health care institution provides administrative and clerical support for all educational activity	Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 1 15 The third level institution and health care institution provides educational resources/facilities (including library, computer, audio-visual & accommodation) to meet the teaching and learning needs of the programme	Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library
3 2 1 16 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	Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers
3 2 1 17 Following any interruption ² in the educational programme the third level institution and the health care institution ensures that the student meets the educational programme requirements	Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Deferral numbers
3 2 1 18 Student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed	Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer numbers
3 2 1 19 The mechanism for student support in relation to student services, facilities and academic guidance is explicit	Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available
3 2 1 20 The third level institution and health care institution provides an annual report on the educational programmes including the external examiner's report to An Bord Altranais	Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 2 1 All statutory and regulatory requirements of An Bord Altranais and European directives are adhered to	Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included ABA 2000 p 22
3 2 2 2 The curriculum design and development is based on An Bord Altranais Requirements for Nurse Registration Education Programmes	Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 -a sound theoretical basis to the curriculum is articulated*
3 2 2 3 Curriculum design and development led by registered nurse tutors is guided by professional nursing knowledge which is evidence/research based	Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge, which is evidence/research, based?	Nursing theory underpins the curriculum
3 2 2 4 The curriculum development team comprises representative members of key stakeholders in nursing education and practice	Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team Students are central to curriculum evaluation*
3 2 2 5 The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme	Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development and sequencing - The curriculum is dynamic, flexible and responsive*
3 2 2 6 The curriculum is based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning	Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies
3 2 2 7 The curriculum design reflects various methods of teaching/ learning and provides a balance between lectures, tutorials, workshops,	Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions,	Types of teaching /learning strategies

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
small group interactions, demonstrations, practical work and self-directed study	demonstrations, practical work and self-directed study?	
3 2 2 8 The curriculum equips the student with a level of knowledge, research awareness and critical analysis	How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	<p>Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing</p> <p>- Reflection is built into the theoretical and clinical components of the programme*</p>
3 2 2 9 The curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes	Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured - knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>
<p>3 2 2 10 Quality assurance indicators are identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	<p>Have quality assurance indicators been identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	Internal quality assurance mechanism in place
3 2 2 11 Opportunity for the student to experience other European Union health care systems may be provided in a clinical	Is there opportunity for the student to experience other European Union health care systems in a clinical placement for a maximum period of twelve	Criteria and structure for student exchange in situ

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
<p>placement 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 this need to be approved by An Bord Altranais Criteria and mechanisms for international exchange students are explicit</p>	<p>weeks duration? Clinical placements are based in institutions approved by the competent authority of the Member State Any exception to this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?</p>	
<p>3 2 3 1 Clinical placements are based in health care institutions, which are approved by An Bord Altranais</p>	<p>Are clinical placements based in health care institutions, which are approved by An Bord Altranais?</p>	<p>Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives</p>
<p>3 2 3 2 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</p>	<p>Does 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?</p>	<p>Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site</p>
<p>3 2 3 3 Student allocation to clinical placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills</p>	<p>Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?</p>	<p>- Complement of learning between theory and practice - Evidence-based practice is supported on the site - Philosophy of education</p>
<p>3 2 3 4 Opportunity for the student to experience direct contact with the patient or client should be provided early in the educational programme</p>	<p>Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?</p>	<p>Clinical exposure occurs in the first semester</p>
<p>3 2 3 5 Clearly written learning outcomes/objectives appropriate to the clinical area are available to ensure optimal use of valuable clinical experience The learning outcomes/objectives are revised as necessary</p>	<p>Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?</p>	<p>Systematic methods of nursing care evident Clear objectives in each clinical area</p>

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 3 6 Students and all those involved in meeting their learning needs are fully acquainted with the expected learning outcomes relating to that clinical placement	Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to learning resources and expected outcomes
3 2 3 7 Named registered nurse/midwife tutors in liaison with named clinical placement coordinators/preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment	Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's
3 2 3 8 The supernumerary status of the student is explicit (see Appendix 1)	Is the supernumerary status of the student is explicit (see Appendix 1)?	Students not rostered while supernumerary
3 2 3 8 Clinical practice includes experience of the 24-hour cycle of patient care At all times there must be sufficient registered practitioners to facilitate the supervision of student nurses It is recommended, where possible, this should be a ratio of one student to one registered practitioner	Does clinical practice include experience of the 24-hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty
3 2 4 1 Assessments are strategically planned and function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate 	Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 4 2 Assessments, including final assessment, are based on a variety of strategies which are aligned with the subject area, practice setting, stage of the educational programme and expected learning outcomes	Are assessments, including final assessment, based on a variety of strategies that are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations
3 2 4 3 Assessment measures the integration and application of theory to patient 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	Do the assessments measure the integration and application of theory to patient 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?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies
3 2 4 4 Assessment strategies are established as reliable and valid measures of learning outcomes	Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy
3 2 4 5 A grading criterion indicating the standard for a pass award is required for theoretical and clinical practice assessments An award/grading mechanism that acknowledges higher achievements by the student is recorded	Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student are recorded?	Progressive grading criteria utilised - Pass rate
3 2 4 6 Assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme are explicit	Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations
3 2 4 7 The assessment strategy does not allow compensation between theory and clinical practice components	Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
3 2 4 8 The mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration	Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes
3 2 4 9 Eligibility to register with An Bord Altranais is based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments	Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record
3 2 5 1 External examiners are appointed by the third level institution in accordance with specified criteria	Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI -CV's of the extern examiner
3 2 5 2 The role of the external examiner is explicit and functions to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly 	Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI - Extern examiner reports
3 2 5 3 External examiners for nursing studies <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the 	Do the criteria for selecting external examiners for nursing studies require they <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience 	Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes - CV's of the externs

STANDARD	QUESTIONS OF THE STANDARD	INDICATORS
<p>registration programme being examined, Have experience in examining and assessing registration students,</p> <ul style="list-style-type: none"> • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice 	<p>in courses appropriate to the registration programme being examined,</p> <ul style="list-style-type: none"> • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	

APPENDIX D (B)

Data Analysis - Creating Categories

APPENDIX D (B)

DATA ANALYSIS – CREATING CATEGORIES

(NOTE Committee=38, Group=80, Curriculum=166, Development=74, Hours=31)

DATABITS	BROAD CATEGORIES
<p>3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?</p>	Hours
<p>3 2 1 2</p> <p>(1) Curriculum Development Committee in situ</p> <p>(2) A course Committee representative of all stakeholders has “an operational remit for the programme” The Programme board has an overall remit of programme Development and monitoring quality</p> <p>(3) Course Committee and Programme board in situ</p> <ul style="list-style-type: none"> - Terms of reference of Programme board includes ‘consider and recommend to Faculties new programmes and changes to existing programmes following recommendation as appropriate from Course Committee’ <p>(4) A national approach to Curriculum Development was adopted in the Development of this Curriculum” (6 sites)</p> <ul style="list-style-type: none"> - Course Committee reported by site visit team with “representation from college, nurse education, management and clinical staff” - “Agreement to major amendments will be obtained from (accrediting body)” - “Every year the institute undertakes a review of its courses” <p>(5) Professional Advisory Group exists to work in partnership with and provide advice on all relevant professional nursing and health service issues to the Head of the School’ Programme board in situ, Academic Council, staff/student Liaison meetings and education and training Committees in situ</p> <p>(6) Board of studies oversees the whole programme A range of Committees function to co-ordinate the theoretical and clinical dimensions of the programme and facilitate effective Liaison between the hospital and the university”</p> <p>(7) Programme board in situ “programme Development Group for each year” “a strategic Group for the management of all registration programmes and a local joint working Group”</p> <p>(8) A national approach to Curriculum Development was adopted in the Development of this Curriculum (6 sites)</p> <ul style="list-style-type: none"> - ‘The relationship within and between the Institutes providing nurse education was emphasised” - Nurse Education Committee reported by site visit team with ‘representation from college, nurse education, management and clinical staff” - Agreement to major amendments will be obtained from (accrediting body)” - “Every year the institute undertakes a review of its courses” <p>(9) A national approach to Curriculum Development was adopted in the Development of this Curriculum” (6 sites)</p> <ul style="list-style-type: none"> - Course Board meetings – 2 per term - “Joint Academic Workshop which meets bi-monthly” reported by site visit team with “representation from college, nurse education, management and clinical staff” - Agreement to major amendments will be obtained from (accrediting body) - “Every year the institute undertakes a review of its courses” <p>(10) A national approach to Curriculum Development was adopted in the Development of this Curriculum” (6 sites)</p> <ul style="list-style-type: none"> - “Agreement to any major amendments will be obtained from (accrediting body)” - “Every year the institute undertakes a review of its courses” - ‘Evidence of partnership structure between college and the health care institutions’ <p>(11) A national approach to Curriculum Development was adopted in the Development of this Curriculum (6 sites)</p> <ul style="list-style-type: none"> - Course Committee reported by site visit team with representation from college, nurse education, management and clinical staff” - “Agreement to any major amendments will be obtained from (accrediting body)” 	Committee Group Curriculum Development

DATABITS	BROAD CATEGORIES
<p>- 'Site visit team was provided with a detailed breakdown of the local, regional and national Committee structures in place'</p> <p>(12) A BSc Steering Committee exists</p> <p>A programme evaluation structure is outlined which identifies an Annual Course Management Meeting, Staff and Student Consultative Committee and the BSc Steering Committee</p> <p>- Site Visit report states "challenges existed in relation to change and the differing perspectives within the partnership "</p> <p>(13) A national approach to Curriculum Development was adopted in the Development of this Curriculum (6 sites)</p> <p>- Course Committee reported by site visit team with "representation from college, nurse education, management and clinical staff "</p> <p>- "Agreement to any major amendments will be obtained from (accrediting body) "</p> <p>- 'Every year the institute undertakes a review of its courses'</p>	
<p>3 2 1 3</p> <p>(1) Individual student record maintained</p> <p>(2) Individual student record maintained</p> <p>(3) Individual student record maintained in the Department of Nursing Admissions and Examination office maintain Computerised record of student registration and examination results</p> <p>(4) Database kept by the institute of individual student record – 'all documentation is returned to the Allocations Officer'</p> <p>(5) Admissions and Exam office maintain Computerised record of student registration and exam results</p> <p>(6) A number of lecturers conduct spot checks on the attendance " "Tutorial attendance in social science is afforded marks ' Hospital maintains records Record of student registration and examination results</p> <p>(7) Individual student record maintained on a Database</p> <p>(8) Computerised record of individual student ' All documentation from attendance at lectures and clinical placements are collated by the institute</p> <p>(9) Database kept by the institute of individual student record</p> <p>- "All attendance is rigorously monitored "</p> <p>(10) Database kept by the institute of individual student record</p> <p>- "Allocations officer central to monitoring attendance is in place'</p> <p>(11) Database kept by the institute of individual student record</p> <p>- 'A coordinated and comprehensive recording system is in place "</p> <p>(12) Data is centralised in the School of Nursing</p> <p>(13) Database kept by the institute of individual student record</p> <p>- "The Allocations Liaison Officer collates the clinical attendance information is amalgamated into one central record of attendance"</p>	<p>Individual record</p> <p>Database</p> <p>Student record</p> <p>Computerised record</p>
<p>3 2 1 4</p> <p>(1) Clinical placements well monitored difficulty in monitoring lecture attendance but spot checks undertaken</p> <p>- Evidence reported less than 60% attendance in some lecturers</p> <p>- "Staff record attendance at tutorials'</p> <p>- Specified in student handbook</p> <p>(2) Clinical placements well monitored Individual lecturers monitor attendance reported to site visit team</p> <p>(3) Clinical placements well monitored</p> <p>- "College record attendance twice daily'</p> <p>(4) Clinical placements well monitored by CPC's Individual lecturers monitor attendance at each lecture reported to site visit team</p> <p>- "Mechanism for recording student attendance was explicit in the student handbook "</p> <p>(5) Clinical placements well monitored and practice hours are measured to ensure each student has completed sufficient hours so that they may apply for registration on completion of the programme</p> <p>Individual student record maintained in the Department of Nursing In college record of attendance maintained during tutorials and laboratory sessions only</p> <p>(6) Clinical placements well monitored</p>	<p>Well monitored</p> <p>Difficulty in monitoring</p> <p>Monitoring students in clinical placements</p> <p>Monitoring in college</p>

DATABITS	BROAD CATEGORIES
<ul style="list-style-type: none"> - College lecturers within biological and social sciences have complained regarding poor attendance” (7) Difficulties associated with recording attendance were articulated <ul style="list-style-type: none"> - ‘Records of attendance are kept for Group teaching and tutorials - “Random checking of large Groups” - ‘Students with attendance problems are raised at Programme board ” (8) CPC’s monitor placement attendance daily” <ul style="list-style-type: none"> - ‘Mechanism for recording student attendance was explicit in the student handbook ’ - “Attendance is recorded for every class” (9) Clinical placements well monitored by CPC s Individual lecturers monitor attendance at each lecture reported to site visit team <ul style="list-style-type: none"> - ‘Secretaries in the school keep updated records of absences ’ - “Regulations regarding student attendance are clearly spelled out in the course and the student handbook ’ (10) Clinical placements well monitored by CPC’s Individual lecturers monitor attendance at lectures “morning and evening’ reported to site visit team <ul style="list-style-type: none"> - ‘Policies, procedures and disciplinary approaches are used in a partnership approach to ensure minimum E U requirements are met ” (11) Clinical placements well monitored by CPC’s Individual lecturers monitor attendance at each lecture reported to site visit team <ul style="list-style-type: none"> - “The commitment of this standard is strengthened by the policy document given to all students ” (12) Clinical placements well monitored by CPC’s <ul style="list-style-type: none"> - “Currently recording student attendance occurs informally within the college ” (13) Clinical placements well monitored by CPC’s <ul style="list-style-type: none"> - “Daily record of theoretical attendance’ 	
<p>3 2 1 5</p> <ul style="list-style-type: none"> (1) Course Committee meet once per term (2) Programme board meets to co-ordinate and manage the programme (3) Programme board meets to co-ordinate and manage the programme ‘membership emphasises partnership between the key stakeholders in the college and the health care institution ” (4) Course Committee meets to co-ordinate and manage the programme <ul style="list-style-type: none"> - “Structure, terms of reference and membership were evident ’ (5) Professional Advisory Group meets to co-ordinate and manage the programme <ul style="list-style-type: none"> - “The college provided a comprehensive overview of the partnership based structures that exist to facilitate the management of the programme’ (6) Programme Team consists of three Groups programme team, health services personnel, and nurse teachers “A good reciprocal relationship exists between the key stakeholders in the college and the health care (7) Curriculum Development and implementation process conducted under the auspices of the Curriculum Development Committee (8) Nurse Education Committee meets to co-ordinate and manage the programme <ul style="list-style-type: none"> - “Course boards manage the General programme ” (9) Course Committee meets to co-ordinate and manage the programme (10) Nurses are central to the course structures that mange the educational programme (11) Committees include a regional consultative Committee, a local tripartite Group, Curriculum Group, course board, strategic management/steering Committee and a hospital based education Committee ’ <ul style="list-style-type: none"> -“Structure, terms of reference and membership were evident ’ (12) A Course Management Team’ meets to co-ordinate and manages the programme “this will advise on the integration of each element of the programme and seek to encourage the continuing review and Development of the programme ” (13) Committee representation evident 	<p>Meets Co-ordinate Manage</p>
<p>3 2 1 6</p> <ul style="list-style-type: none"> (1) Course Committee in situ (2) Programme board in situ (3) Programme board in situ and a Curriculum steering Group assessment of 	<p>Committee Programme board</p>

DATABITS	BROAD CATEGORIES
<p>practice Group, communication Group and a resource Group which include key stakeholders</p> <p>(4) Course Committee in situ</p> <ul style="list-style-type: none"> - Representation from college, nurse education, management and clinical staff <p>(5) Professional Advisory Board in situ and a clinical learning support Group which include key stakeholders</p> <p>(6) Programme Team in situ 'The use of a flow chart detailing the Committees and structures that manage the programme A comprehensive detailed breakdown of the role and function of the key stakeholders within the management of the programme was provided "</p> <p>(7) Programme board "contains student representatives"</p> <p>' Local Joint Working Group facilitates the participation of the key stakeholders"</p> <p>(8) Nurse education Committee in situ</p> <ul style="list-style-type: none"> - "Representation from college, nurse education, management and clinical staff - Course Board manages the programme <p>(9) Course Committee in situ</p> <ul style="list-style-type: none"> - 'Representation from college, nurse education, management and clinical staff' <p>(10) Nurses are central to the course board, academic council, and the exams board</p> <p>(11) Course Committee in situ</p> <ul style="list-style-type: none"> - 'Representation from college, nurse education, management and clinical staff " <p>(12) Course Management Team in situ "full representation of all interests "</p> <ul style="list-style-type: none"> - 'Several hospital-based Committees operate to manage the programme " <p>(13) Local Joint Working Group Committee in situ</p> <ul style="list-style-type: none"> - 'Representation from college, nurse education, management and clinical staff ' 	
<p>3 2 1 7</p> <p>(1) University criteria in place</p> <p>(2) University criteria in place</p> <p>(3) University criteria in place</p> <p>(4) HETAC criteria in place</p> <p>(5) Site visit team report university criteria in place</p> <p>(6) University criteria evident</p> <p>(7) Externs "appointed in accordance with University criteria"</p> <p>(8) External examiners lay an important role in monitoring the appropriateness of the programme and assessment and the standards achieved in both course work and examinations</p> <p>(10) HETAC criteria in place</p> <p>(11) HETAC criteria in place</p> <p>(12) University criteria in place in the Handbook of Academic administration</p> <p>(13) HETAC criteria in place</p>	<p>Role explicit</p>
<p>3 2 1 8</p> <p>(1) CV's of staff requested by ABA</p> <ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit - 17 WTE nurse tutor staff <p>(2) CV's of staff requested by ABA</p> <ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit - 16 WTE nurse tutor staff <p>(3) CV's of staff requested by ABA</p> <ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit - 8 WTE nurse tutor staff - 3 non-RNT's <p>(4) CV's of staff requested by ABA</p> <ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit - 8 WTE lecturing staff - 2 RNT's - 1 head of Department <p>(5) CV's of staff included in Curriculum</p> <ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit - 10 WTE nurse tutor staff - 5 non-RNT's <p>(6) CV's of staff requested by ABA</p>	<p>Staffing issues</p> <p>Ratio</p> <p>Qualifications</p>

DATABITS	BROAD CATEGORIES
<ul style="list-style-type: none"> - Specialist teachers to programme identified at site visit 'Clinical nurse and nurse specialists and other members of the multi-disciplinary team provide input into the programme ' - 6 WTE nurse tutor staff - 3 non-RNT's (7) CV's of staff requested by ABA - Specialist teachers to programme identified by the Curriculum (8) CV s of staff requested by ABA - "College lecturers in physical and social sciences provide a significant input into the programme A variety of clinical nurses including nurse specialists, nursing practice Development staff, nurse managers and medical staff also contribute to the programme' - 4 WTE lecturing staff - 1 5 RNT's - 1 head of Department (9) CV s of staff requested by ABA - Specialist teachers to programme identified at site visit - 5 lecturing staff - 5 RNT s - 1 head of Department (10) Specialist teachers to programme identified at site visit - 6 5 WTE RNT staff - 2 RNT s m training - 1 head of Department (11) CV s of staff requested by ABA - Specialist teachers, multidisciplinary health care professionals provide input to the programme as identified at site visit - Number of tutors not identified (12) CV's of staff requested by ABA - Specialist teachers to programme identified at site visit - 'Interdepartmental lecturers from the department of life sciences, sciences, maths, government and society, psychology and philosophy ' - 1 head of Department - List of nurse lecturers to be forwarded to ABA' (13) CV's of staff requested by ABA - Specialist teachers to programme identified at site visit - 2 RNT s - 1 head of Department - Recruitment on-going 	
<p>3 2 1 9</p> <ul style="list-style-type: none"> (1) Ratio 1 12 tutor to student ratio - CV's of staff requested by ABA - 17 WTE nurse tutor staff (2) Ratio 1 15 tutor to student ratio - CV's of staff requested by ABA (3) Ratio 1 15 tutor to student ratio - CV's of staff requested by ABA (4) Ratio 1 15 tutor to student ratio not achieved - CV's of staff seen by ABA on site visit (5) Ratio 1 15 tutor to student ratio (6) Ratio 1 25 tutor to student ratio - CV's of staff requested by ABA (7) Ratio unknown - CV s of staff requested by ABA (8) Ratio 1 16 tutor to student ratio achieved - CV's of staff seen by ABA on site visit (9) 5 of lecturing staff are RNT s - 5 staff were undertaking RNT programmes CV s to be forwarded to ABA (10) Two of the lecturing staff are studying to obtain their RNT Qualification (11) Unknown from documentation 	Ratio

DATABITS	BROAD CATEGORIES
<p>(12) Unknown - CV's requested by ABA</p> <p>(13) A degree of concern was expressed in relation to some members of staff employed on a temporary or pro-term basis</p>	
<p>3 2 1 10</p> <p>(1) CV's of staff requested by ABA</p> <p>(2) CV's of staff requested by ABA</p> <p>- 1 acting tutor reported to the site visit team</p> <p>(3) CV's of staff requested by ABA</p> <p>- 3 acting tutors reported to the site visit team</p> <p>(4) 2 of the lecturing staff are at lecturer grade while 6 are at Assistant Lecturer grade</p> <p>- Only 2 of the lecturing staff are RNT's</p> <p>(5) CV's of staff requested by ABA</p> <p>- 5 acting tutors reported to the site visit team</p> <p>(6) CV's of staff requested by ABA</p> <p>- 3 acting tutors reported to the site visit team</p> <p>(7) CV's of staff requested by ABA</p> <p>- Unknown</p> <p>(8) Ratio 1 16 tutor to student ratio achieved</p> <p>- CV's of staff seen by ABA on site visit</p> <p>(9) Five of the lecturing staff are RNT</p> <p>- 5 staff were undertaking RNT programmes</p> <p>- CV's to be forwarded to ABA</p> <p>(10) Two of the lecturing staff are studying to obtain their RNT Qualificatio</p> <p>(11) Unknown from documentation</p> <p>(12) Unknown</p> <p>- CV's requested by ABA</p> <p>(13) A degree of concern was expressed in relation to members of staff employed on a temporary or pro-term basis</p>	<p>Qualifications Staffing issues</p>
<p>3 2 1 11</p> <p>(1) Experienced tutors are course co-ordinators CV's requested by ABA</p> <p>(2) Experienced tutors are course co-ordinators</p> <p>(3) Experienced tutors are course co-ordinators "all modules addressing nursing theory/practice content will be led and taught by appropriately qualified registered nurses/midwives"</p> <p>(4) Unknown</p> <p>(5) Experienced tutors are course co-ordinators</p> <p>- PIN numbers of staff not reported</p> <p>(6) "Nurse tutors co-ordinators and facilitate modules in both the university and the hospital setting Tutors have a class tutor responsibility" "All nurse teachers contribute to modules addressing nursing theory/practice"</p> <p>(7) Degree "coordinated and managed by College lecturers appointed as course leaders by the Head of School The leaders are responsible for the day-to-day management of the programme" Module leader is responsible for ensuring the module is delivered according to Curriculum plan</p> <p>(8) Unknown</p> <p>(9) Unknown</p> <p>(10) Unknown</p> <p>(11) Unknown</p> <p>(12) Unknown - no evidence collected</p> <p>- CV's requested</p> <p>(13) Teaching staff coordinate modules and programmes at pre-registration level</p>	<p>Experience Qualification</p>
<p>3 2 1 12</p> <p>(1) No practice level agreements reported</p> <p>- Staff link tutor role in clinical practice</p> <p>(2) Nurse tutors base with students while on clinical placement</p> <p>(3) Nurse tutors acknowledged they could strengthen links with the clinical area but current time constraints and necessary prioritisation of workload limit this</p> <p>(4) Nurse lecturers/tutors responsible for delivering the theoretical component of the</p>	<p>Clinical Links Liaison Role Workload</p>

DATABITS	BROAD CATEGORIES
<p>programme do not have involvement in or contact with clinical areas</p> <p>(5) 4 lecturers maintain clinical contracts for 2-4 days per month</p> <p>(6) Teaching staff are involved in the large number of Committees central to the operationalisation of the programme and the hospital services</p> <p>(7) The teaching of the clinical aspects will also be facilitated by the college lecturers and by clinical staff</p> <p>(8) Nurse teachers are involved in continuing and in-service education such as IV study days, cannulation, continence, infection control, cares planning, CPR and ACLS "</p> <p>(9) Liaison/link tutor identified "in all areas "</p> <p>(10) Link tutor system in operation, links extend across health Board facilities</p> <p>(11) Nurse lecturers/tutors have a link tutor role in operation</p> <p>(12) A named link tutor linked to each clinical area</p> <p>(13) Nurse lecturers/tutors responsible for delivering the theoretical component of the programme operate a link lecturer system reported as weak in some areas an non-existent in others</p>	
<p>3 2 1 13</p> <p>(1) Clinical staffs report a staff Development department Professional Development planning is in progress in the hospital It is well resourced and has increased staff morale</p> <p>- Diary of staff Development to be sent to ABA</p> <p>(2) Commitment to staff Development acknowledged but mechanism not reported</p> <p>(3) Commitment to staff Development acknowledged but mechanism not developed</p> <p>- "Nurse lecturers will liaise with students while on clinical placements"</p> <p>(4) Lecturers have a research remit</p> <p>(5) Commitment to staff Development acknowledged through research and publication,</p> <p>- Link tutor role</p> <p>(6) A journal club exists to promote the appreciation of evidence-based practice at clinical level " "A three week research appreciation is facilitated in the hospital " "A comprehensive range of Databases and ward based IT facilities promote and support evidence</p> <p>(7) A significant education and training culture in existence' 'A large range of in-service programmes</p> <p>(8) An in-service programme was detailed "</p> <p>(9) 200 staff have undertaken the teaching and assessing course Many nurse undertaking further studies</p> <p>(10) Lecturers engage in "continuing and in-service education role involved in practice Development</p> <p>(11) "Currently teaching and assessing and degrees for nurses are offered "</p> <p>- A regional programme exists"</p> <p>(12) Link tutors system utilised</p> <p>(13) One lecturer is 'completing a masters degree to register as a nurse tutor</p>	<p>Staff Development</p> <p>Liaison</p> <p>Research</p>
<p>3 2 1 14</p> <p>(1) Data not collected</p> <p>(2) As 1 above</p> <p>(3) Commitment to the sub-standard acknowledged but no evidence reported</p> <p>(4) As 1 above</p> <p>(5) No evidence reported</p> <p>(6) No evidence found</p> <p>(7) The teaching staff will be supported in their work by administrative staff employed within the School</p> <p>(8) As 1 above</p> <p>(9) Data not found</p> <p>(10) Data not collected</p> <p>(11) Data not found</p> <p>(12) Data not collected</p> <p>(13) There was satisfaction expressed in relation to the administrative support provided this had been a concern</p>	<p>Administrative Staff</p>

DATABITS	BROAD CATEGORIES
<p>3 2 1 15</p> <p>(1) 7 main computer labs</p> <ul style="list-style-type: none"> - Some shared teaching with other nursing programmes offered by the college (250 students per intake) - Good IT links between HEI and the main hospital sites - Good audio-visual facilities - Full extensive list of nursing journals and Databases in library - Students report being unhappy with access to college libraries due to geographical difficulties - New school building awaiting completion <p>(2) 12 main computer labs With total 360 personal computers</p> <ul style="list-style-type: none"> - Some shared teaching with other nursing programmes offered by the college - Good IT links between HEI and the main hospital sites - Good audio-visual facilities - Full extensive list of nursing journals and Databases in library - Over 5000 nursing texts in library - Over 1750 seating spaces in library <p>(3) 12 main computer labs With total 360 personal computers</p> <ul style="list-style-type: none"> - Some shared teaching with other nursing programmes offered by the college - Good IT links between HEI and the main hospital sites - Good audio-visual facilities - Full extensive list of nursing journals and Databases in library - Over 5000 nursing texts in library - Over 1750 seating spaces in library <p>(4) One of the most significant deficits in the library is the inadequate number of reading stations which was "based on projected enrolments conducted in 1991"</p> <ul style="list-style-type: none"> - An electronic Database is available to students" - "The hard copy of professional nursing journals on display (or stored) was extremely limited The stock of nursing texts was inadequate to meet the needs of students A major investment in the nursing component of the library is required as a matter of urgency if the pre-registration students are to acquire the appropriate skills to enable them deliver evidenced based care to patients/clients " - New building for nursing being constructed <p>(5) Computer labs are available to students</p> <ul style="list-style-type: none"> - Good IT links in the HEI and between HEI and the main hospital site - Very good audio-visual facilities - 400 PC's with many diverse search facilities and full text options, - Mentoring suite, - 18 small Groups for Group study, - New purpose built school <p>(6) Computer labs Are available to students</p> <ul style="list-style-type: none"> - Good IT links in the HEI and between HEI and the main hospital site - Good audio-visual facilities - A range of clinical nursing journals is available to students within the library " - Fulltime librarian manages the services " <p>(7) Students have full access to the educational social, recreational and support services "</p> <ul style="list-style-type: none"> - "Library has a very large nursing section " - "There are advanced plans regarding a new school - College has excellent IT facilities and photocopying facilities are adequate " - "Students have access to Ethernet which has multiple applications of information technology, including CD-ROM and on-line Databases the internet and e-mail as well as word processing and other data processing software " <p>(8) The library is stocked with a good supply of physical social and nursing science texts There is ample study areas and access to IT resources "</p> <ul style="list-style-type: none"> - "An electronic Database is available to students" - "Excellent IT facilities were identified " - Ratio nearly 1 3 computer to student - Video conferencing facilities, laptops & LCD screen, OHP's, TV & video in each classroom - New building for nursing being constructed <p>(9) An electronic Database is available to students"</p>	<p>Physical Resources Environmental Resources</p>

DATABITS	BROAD CATEGORIES
<p>-“A budget of 7040 euro per annum is dedicated to nursing journals ”</p> <p>-‘ Evidence of adequate facilities and plans for future Developments demonstrated ”</p> <p>(10) Evidence of appropriate educational facilities and resources within the school of nursing”</p> <p>- “There are 3 librarians”</p> <p>-“Across the sites sharing of resources and ease of access”</p> <p>- ‘From anywhere the student has access to IT ’</p> <p>(11) A comprehensive library resource is available within the campus A librarian is assigned to address nursing Space, <i>hardcopy resources</i> and <i>IT/educational resources</i> within the library and the campus are excellent ’</p> <p>-“A full and comprehensive list of journals specific to the programme was presented to the team ”</p> <p>-“Well supplied practice suite and adequate teaching, meeting and office space ”</p> <p>-“Comprehensive range of audio-visual support resources ’</p> <p>(12) There is a large modern library with an extensive nursing section within the college ”</p> <p>- ‘Access to relevant Databases”</p> <p>-“Students have full access to the educational, social and recreational and support services within the college ’</p> <p>- ‘ IT and Audio visual and other aids are available ’</p> <p>(13) 33 different hard copy nursing and health journals available</p> <p>- ‘Recently received €34,000 worth of books for the nursing programme”</p> <p>- Ratio of 1 PC to 5 students exists across campus”</p> <p>- Library under ‘pressure to provide additional space”</p> <p>- New clinical skills facility “represents a tremendous, if belated, step forward”</p> <p>-“An update regarding the receipt of anticipated equipment for the clinical skills laboratory is to be furnished to ABA”</p> <p>-“Development of the existing site for the construction of a new department” awaited</p>	
<p>3 2 1 16</p> <p>(1) Entry criteria explicit 3 students left in 2002 Oversubscribed in 2003</p> <p>(2) Entry criteria explicit Exit interview and form filling outlined in Curriculum 3 students left in 2003</p> <p>(3) Entry criteria explicit Exit interview and form filling outlined in Curriculum 7 students left in 2002 and 3 in 2003</p> <p>(4) Students will comply with entry requirements of ABA and the CAO 4 students left in 2002 and 5 in 2003</p> <p>(5) Entry criteria explicit Exit criteria not reported 3 students left in 2002 and 4 in 2003</p> <p>(6) Entry criteria explicit Exit criteria for students not achieving in the programme identified in the Marks and Standards 6 students left in 2002 and 4 in 2003</p> <p>(7) Evidence found CAO 14 students left in 2002 and 5 in 2003</p> <p>(8) Students will comply with entry requirements of ABA and the CAO 1 student left in 2002 only</p> <p>(9) Students will comply with entry requirements of ABA and the CAO No student withdrawals - ‘Successful progression requires the student to be deemed clinically competent ’</p> <p>(10) Students will comply with entry requirements of ABA and the CAO - No annual report received for 2002, 2003, 2004 No data submitted re withdrawals</p> <p>(11) Students will comply with entry requirements of ABA and the CAO’ - 2 withdrawals in 2002-2003</p> <p>(12) Students will comply with entry requirements of ABA and the CAO ” - 3 students left the programme in 2002</p> <p>(13) Students will comply with entry requirements of ABA and the CAO “ - No attrition reported</p>	<p>Entry criteria Exit criteria Attrition rates</p>
<p>3 2 1 17</p> <p>(1) Entry criteria explicit 2 deferrals in 2003</p> <p>(2) Interruption policy in place</p> <p>(3) Interruption policy in place</p>	<p>Interruption policy Student attendance Deferrals</p>

DATABITS	BROAD CATEGORIES
<p>(4) The students reported they were “unsure of the criteria if students missed time on placement due to illness or unforeseen circumstances”</p> <p>(5) Not reported</p> <p>(6) All passed modules carry an exemption which is limited to a period of 5 years from the date the student originally achieved the exemption. Students who fail to complete required hours and or a pass judgement may repeat”</p> <p>(7) All clinical placements requirements must be completed before the results in the clinical assessment are submitted to the Board of Examiners</p> <p>(8) Data collected from all sources identified is then compiled and Computerised records are kept for each student. A mechanism exists to identify potential problems before they arise. The partnership between the college and the health care institutions is to be commended in relation to meeting this essential standard</p> <p>(9) At course Board meetings (2 per term), student attendance is discussed in combination with performance and actions agreed and implemented. 2 deferrals in 2002</p> <p>(10) The policies “ensure minimum EU requirements are met”</p> <ul style="list-style-type: none"> - No annual report received for 2002, 2003, 2004 <p>(11) No deferrals reported</p> <ul style="list-style-type: none"> - “Data is collated and tabulated weekly” <p>(12) Some confusion exists in relation to the '42 days</p> <ul style="list-style-type: none"> - No deferrals reported to ABA <p>(13) No deferrals reported</p>	
<p>3 2 1 18</p> <p>(1) No evidence</p> <p>(2) Transfer policy most explicit</p> <p>(3) Transfer policy most explicit and comprehensive</p> <ul style="list-style-type: none"> - Each application looked at on an individual basis <p>(4) Transfer policy not reported. One student transferred in 2002</p> <p>(5) Transfer policy based on ECTS system and allows for “inter-institutional transfer for students within Ireland and abroad”</p> <p>(6) Students who have undertaken relevant studies may be exempt from particular modules. This will be at the discretion of the Board of Studies to be established at the University</p> <p>(7) No evidence found. 2 students transferred in 2003</p> <p>(8) Transfer policy not reported</p> <p>(9) Transfer policy not reported</p> <ul style="list-style-type: none"> - No students appear to have transferred out or in between 2002 and 2004 <p>(10) Transfer policy not reported</p> <ul style="list-style-type: none"> - No annual report received for 2002, 2003, 2004 <p>(11) 2 transfers accepted in 2004</p> <p>(12) Transfer policy nor numbers not reported</p> <p>(13) No transfers reported</p>	<p>Transfer Policy ECTS Transfer Numbers</p>
<p>3 2 1 19</p> <p>(1) College counselling services, student health services, chaplains, personal tutor system and course leaders are identified as student supports</p> <p>(2) College counselling services, student health services, child care facilities, chaplains and campus ministry, personal tutor system, staff-student forum form student supports</p> <p>(3) College counselling services, sport and recreation, student health services, chaplains and campus ministry, personal tutor system, staff-student forum forms student supports</p> <ul style="list-style-type: none"> - Student booklet outlines all services <p>(4) College counselling services, student health services, chaplains and campus sport facilities</p> <ul style="list-style-type: none"> - Studies advisors provided with both an academic and pastoral responsibility <p>(5) College counselling services, excellent sport and recreation facilities, student health services, chaplains and campus ministry, personal tutor system, staff-student forum forms student supports</p> <ul style="list-style-type: none"> - Student booklet outlines all services <p>(6) College counselling services, sport and recreation, student health services</p>	<p>Student Services Student Support Student Academic Guidance Health Services Counselling</p>

DATABITS	BROAD CATEGORIES
<p>chaplains and campus ministry, personal tutor system, staff-student forum forms student supports</p> <ul style="list-style-type: none"> - Student booklet outlines all services <p>(7) Students have access to all student services including recreational facilities and the college counselling services</p> <ul style="list-style-type: none"> - Student booklet outlines all services <p>(8) Students have full access to all college academic, sporting and support facilities</p> <ul style="list-style-type: none"> - "Studies advisors are provided for each student and have both academic and pastoral responsibilities " <p>(9) Identified link tutor and CPC will support the learning process and be available to facilitate students to maximise available learning opportunities "</p> <ul style="list-style-type: none"> - College counselling services, student health services, chaplains and campus sport facilities <p>(10) College counselling services, student health services, chaplains and campus sport facilities</p> <ul style="list-style-type: none"> - Studies advisors provided with both an academic and pastoral responsibility <p>(11) Students have full access to the College educational, social and recreational facilities"</p> <ul style="list-style-type: none"> - "Studies advisors provided with both an academic and pastoral responsibility" <p>(12) College counselling services, student health services, chaplains and campus sport facilities</p> <ul style="list-style-type: none"> - "Students are allocated to Registered nurses and are supported by CPC's" - "It is incumbent upon the educators to support these learners within a student centred approach " <p>(13) Library, IT and clinical skills only reported</p> <ul style="list-style-type: none"> - Tutors provide support as academic advisors 	
<p>3 2 1 20</p> <p>Annual report sent to ABA (x1-9)</p> <p>(10) Annual report not sent to ABA for years 2002, 2003, 2004</p> <p>(11) Annual report sent to ABA</p> <p>(12) Annual report sent to ABA for the intakes of 2002, 2003</p> <p>(13) Annual report sent to ABA in 2004</p>	Annual Reports
<p>3 2 2 1</p> <p>(1) Programme meets ABA and EU input requirements</p> <p>The content for each of the specialist areas for the 3 years is the same and the learning outcome is the same "discuss the role of the nurse and the principles of caring for the client, in the specialist nursing client Group settings" Curr 1, p 34, 50, 51, 65, 66</p> <p>(2) Programme meets ABA and EU input requirements in year 2 and 3</p> <p>(3) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - Specialist placements Experienced between year 2 and year 3 - Theoretical preparation occurs in modules of these years <p>(4) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - "Experience a holistic approach to care for patients/clients experiencing a range of medical/surgical problems " - 'Emphasis is placed on the provision of the most appropriate care and in particular on primary health care " <p>2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties</p> <p>(5) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - Specialist placements Experienced between year 2 and year 3 with paediatrics or community in year 4 - Theoretical preparation occurs in modules of these years <p>(6) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - Specialist placements Experienced between year 2 and year 3 - Theoretical preparation occurs in modules of these years <p>(7) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - Specialist placements Experienced between year 2 and year 4 - Theoretical preparation occurs in modules of these years 	Holistic Approach An Bord Altranais and EU requirements

DATABITS	BROAD CATEGORIES
<p>(8) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - 'Taught clinical placement is an integral part of the 4 year programme - Students will be exposed to a wide variety of clinical allocations which will prepare them to operate within an increasingly complex and demanding health care setting ' - 2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties <p>(9) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - "Experience a holistic approach to care for patients/clients experiencing a range of medical/surgical problems " - 2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties - There are 48 areas identified where students can learn in the region " <p>(10) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - 2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties - "Procuring psychiatric placements for the general students was creating a difficulty" <p>(11) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - 2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties <p>(12) Programme meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - 'Skills necessary for providing a holistic approach to caring for patients/clients " - Emphasis is placed in the four-year descriptors on 'they can acquire the skills of critical analysis, problem-solving, decision-making, reflective skills, and abilities essential to the art and science of nursing " - Main theoretical specialist areas in 3rd year childcare and paediatrics, maternity, older-person, mental health 4th year teaching includes critical care nursing and internship of rostered placement - Clinical exposure of the students to the specialties occurs during supernumerary placements <p>(13) Curriculum attests it meets ABA and EU input requirements</p> <ul style="list-style-type: none"> - 2nd year main theoretical specialist areas in 3rd year childcare and paediatrics 20 hours - Programme is dependant on a large number of external placements to achieved the required Experiences of a registration programme 	
<p>3 2 2 2</p> <p>(1) Indicative content requirements appear to be met</p> <ul style="list-style-type: none"> - Curriculum design is based on Skilbeck's Situational Model purporting to be dynamic, flexible and Lawton's model of cultural analysis of nursing practice for health Core Broad categories, which interweave subjects at a Developmental level, comprise the design <p>(2) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The self-audit identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000)</p> <ul style="list-style-type: none"> - Curriculum is based on 'Beattie's fourfold model of Curriculum design" with Roach's '5C s' of caring identified as "core skills which facilitate the delivery of systematic individualised nursing care " <p>(3) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The self-audit identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000)</p> <ul style="list-style-type: none"> - An eclectic approach to Curriculum Development has been adopted, informed by the post-technocratic model of French and Cross <p>(4) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000)</p> <p>'flexibility, eclecticism, transferability and progression evidence based practice and shared learning are outlined "</p> <p>(5) Planning team has ensured that the indicative content outlined by ABA (2000) has</p>	<p>Curriculum Model Theoretical Basis Nursing Education Forum Indicative Content</p>

DATABITS	BROAD CATEGORIES
<p>been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) p 5</p> <p>- An integrated Curriculum design is attributed to the programme with no specific theorist identified</p> <p>(6) Programme document and the indicative content identifies the syllabus of ABA (2000) has been addressed in the programme The Curriculum outline identifies the programme has been shaped by the recommendations of the Nursing Education Forum (2000)</p> <p>- The Curriculum framework “is conceptualised along two curricular strands – vertical and horizontal’ The vertical is “based on becoming a professional nurse” in ‘five role dimensions’ and the horizontal relate to beliefs and values about nursing, knowledge in nursing and the nature of learning ”</p> <p>(7) Planning team has acknowledged the statutory requirements indicative content outlined by ABA (2000) The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education</p> <p>(8) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme</p> <p>The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) “flexibility eclecticism, transferability and progression, evidence based practice and shared learning are outlined ’</p> <p>-“An eclectic approach to Curriculum Development is adopted ”</p> <p>(9) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) “flexibility eclecticism, transferability and progression, evidence based practice and shared learning are outlined ’</p> <p>(10) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) “flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined ”</p> <p>- ‘Evidence based congruent philosophy centralised on caring ’</p> <p>(11) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) ‘flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined ’</p> <p>-“Curriculum is based on a post-technocratic model emphasising evidence</p> <p>(12) Curriculum states, “the eclectic approach (Wiles and Bondi 2002, Nurse Education Forum 2000, & Beattie 1987) acknowledges the ethos of adult learning while meeting the standards and requirements of ABA ensured the acquisition of professional competencies at point of registration ’</p> <p>-The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) flexibility eclecticism, transferability and progression, evidence based practice and shared learning” are outlined</p> <p>(13) Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The Curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) ‘flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined ”</p>	
<p>3 2 2 3</p> <p>(1) Nurse tutors are course leaders</p> <p>- 3 core Broad categories underpin the framework of the Curriculum</p> <p>- Concepts articulated include valuing the person, caring, rights of the individual, optimal health orientation, choice, knowledge and skill There is recognition of frailty and illness as well as primary care</p> <p>- Research is intertwined throughout the programme content</p> <p>(2) Nurse tutors are course leaders and a diagrammatic representation of the planning and Development of the programme is contained in the Curriculum</p>	<p>Evidence-based Nurse Tutors Nursing Concepts</p>

DATABITS	BROAD CATEGORIES
<ul style="list-style-type: none"> - Selection of programme content has been guided by professional nursing knowledge based on principles identified by the Development Group (3) Nurse tutors are course leaders - Selection of programme content has not been attributed to a particular nurse theorist - 'Philosophy based on holism, individualism, person-centred, caring, and wellness oriented philosophy of nursing that is rationalised and based on evidence " (4) Nurse tutors are course leaders - No particular nursing theory identified which underpins the Curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered " (5) Nurse tutors are course leaders - Selection of programme content has not been attributed to a particular nurse theorist - An attributable philosophy is not articulated but the programme seeks to answer questions identified by participants of consultative meetings - Fundamental issues are addressed including compassion for people who are vulnerable and/or disadvantaged, sensitivity to the Experience and backgrounds of people in the care of nurses, the distinctive contribution that can be made by nurses in the pursuit of 'health gain', the personal and professional Development of each individual student, research, knowledge and nursing practice " (6) Nurse tutors are course leaders - Selection of programme content is attributed to Benners' and White's 5 ways of knowing nursing - Philosophy related to "beliefs and values on nursing, the person receiving nursing care, health and health care, the environment in which nursing is practised and learned, and education and learning" are articulated (7) Curriculum Development team comprise nurse teachers - Selection of programme content has not been attributed to a particular nurse theorist - Four principal courses of study per year - ' General nursing is conceptualised as a therapeutic caring process It is concerned with meeting the deficits in the individual s capacities for health maintenance and health restoration, with particular emphasis on the needs of adults experiencing altered health " (8) Nurse tutors are course leaders - No particular nursing theory identified which underpins the Curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered " - "Nursing theory, nursing research, educational theory and research guide the Curriculum " (9) Nurse tutors are course leaders - No particular nursing theory identified which underpins the Curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered " - "Philosophy of the Curriculum is on the wellness to illness continuum" (10) Nurse tutors are course leaders - No particular nursing theory identified which underpins the Curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered ' - "Centralised on caring' (11) Nurse tutors are course leaders - No particular nursing theory identified which underpins the Curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered " - "A systematic approach to nursing care is employed utilising this model " (12) Nurse tutors are course leaders - Nursing theories of Orem and King identified as framing the Curriculum at site visit but not in Curriculum document - Practice is based on the best available evidence " 	

DATABITS	BROAD CATEGORIES
<p>-“The nursing process is integral to planning care and practice delivery ”</p> <p>-“Spiral model”</p> <p>(13) Nurse tutors are course leaders</p> <p>- No particular nursing theory identified which underpins the Curriculum as the document states “the diverse nature of nursing disciplines involved militated against adopting an explicit Curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered ”</p>	
<p>3 2 2 4</p> <p>(1) Curriculum Development team comprises all key stakeholders according to site visit team but evidence from the Curriculum suggests it comprises only teaching staff</p> <p>Students are central to evaluation and on the course management team</p> <p>(2) Curriculum Development team comprises clinical, management and education expertise</p> <p>Evaluation tool included in the Curriculum and “is part of becoming a learning organisation”</p> <p>Students, staff and extern examiner evaluate programme</p> <p>(3) Curriculum Development team comprises clinical, management and education expertise</p> <p>- Students not formally involved in Curriculum evaluation but do have an informal involvement</p> <p>- ABA recommend this is prioritised</p> <p>(4) Curriculum Development team comprises clinical, management and education expertise</p> <p>-“Students have a role to play in the evaluation of the Curriculum they would not appear to be central to that process ”</p> <p>(5) Curriculum Development team comprises clinical, management and education expertise</p> <p>- Students formally involved in Curriculum evaluation through the office of the registrar which is associated with audit in the college as opposed to formal evaluation to create change in the programme</p> <p>(6) Curriculum Development team comprises clinical, management and education expertise</p> <p>- Students involved in Curriculum evaluation at a module level and a “comprehensive clinical placement evaluation tool” was reported “Student evaluation data and tutorial evaluation has contributed to change ”</p> <p>(7) Curriculum Development team comprises clinical, management and education expertise</p> <p>- Evaluation includes students and the educational and clinical staff employing triangulation ”</p> <p>(8) Curriculum Development team comprises clinical, management and education expertise</p> <p>- “Students are involved in student council that has direct access to academic council</p> <p>- “Students participate in the course board ”</p> <p>- “Formal theory and clinical placement evaluation occurs at the end of each year ”</p> <p>(9) Curriculum Development team comprises clinical, management and education expertise</p> <p>-“At the end of the year students will evaluate both theoretical and practical components ”</p> <p>-“The JAWS system builds students Experiences, comments and suggestions into the Curriculum on an ongoing basis ”</p> <p>(10) Curriculum Development team comprises clinical, management and education expertise</p> <p>-“ No formal mechanism exists, evaluation is considered problematic</p> <p>(11) Curriculum Development team comprises clinical, management and education expertise</p> <p>-“ Students are part of the course board, they are central to the annual course review ”</p> <p>- Evaluation takes place at end of modules and placements</p> <p>(12) <i>Students not identified in course management arrangements but are involved in programme evaluation at the Staff and Student Consultative Committee which feeds into the evaluation structure</i></p>	<p>All key stakeholders</p> <p>Expertise</p> <p>Students Role</p>

DATABITS	BROAD CATEGORIES
<p>- End of module and end of semester evaluation ”</p> <p>(13) Curriculum Development team comprises clinical, management and education expertise</p> <p>- ‘Evaluation of modules and the programme occurs There is no formal evaluation of the clinical areas and this would be welcomed by clinicians”</p>	
<p>3 2 2 5</p> <p>(1) Curriculum purports to be ‘dynamic and flexible enough to facilitate change in nurse education, nursing practice and health care delivery” in that it “involves critical appraisal of the school situation”, is systematically Developmental in approach</p> <p>- Sequencing of theory and clinical evident in plan</p> <p>(2) Principles guiding programme design include ‘the centrality of practice should be made explicit in module outlines Broad categories should be developed and built on throughout the programme ” Module outline descriptors demonstrate Broad categories are coherent, logically sequenced and facilitate the integration of theory and practice The site visit reports “change in practice influences curricular Development and review ”</p> <p>(3) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- ‘Considered responsive and flexible because it is practice driven ”</p> <p>(4) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is ‘grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ”</p> <p>(5) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice and is Developmental</p> <p>- Considered responsive and flexible because “the curricula are designed to be responsive to health care need ”</p> <p>(6) “Curriculum is responsive to evidence/research, ABA standards and requirements and modularisation ” Societal change and needs of the nursing profession create a dynamic for the</p> <p>(7) Programme is designed to ensure it is logically sequenced and diagrammatically it demonstrates vertical and horizontal relationships between the courses and modules</p> <p>- ‘The Curriculum is responsive to contemporary issues in health care and is continually updated based on extensive evaluation ’</p> <p>(8) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ”</p> <p>(9) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ’</p> <p>(10) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ”</p> <p>(11) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p>	<p>Dynamic, Systematic, Flexible, Principles Centrality of practice coherent</p>

DATABITS	BROAD CATEGORIES
<p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative rehabilitative and palliative health care needs of families, Groups and communities ”</p> <p>- ‘NEATE report, ABA, policy changes, programme evaluation and research drive the evolution of the Curriculum ’</p> <p>(12) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ’</p> <p>(13) Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, Groups and communities ’</p>	
<p>3 2 2 6</p> <p>(1) Lectures, tutorials, seminars, interactive discussion, Group work, simulation, computer-assisted learning, reflective practice exercises, protected study time, study guides, supervised practice, clinical teaching, clinical laboratories, demonstrations, problem-solving scenarios, case studies, role play, presentations and nursing care conferences comprise the range of strategies employed</p> <p>(2) Types of strategies “chosen to develop students’ deeper understanding rather than focusing on recall alone to develop students’ problem solving and analytical skills ’ Strategies include reflective practice, negotiated learning contracts, experiential learning includes role play, debating, student presentations, clinical laboratories, demonstrations Lectures were cited 29 times as a strategy, small Group work 14 times, seminars 12 times, interactive discussion 9 times, experiential activities 10 times, with other strategies cited less than 5 times each protected study time, study guides, supervised practice, clinical teaching and case studies “congruent on the subject matter ’</p> <p>(3) Reflection is a key learning strategy employed in the programme Strategies include reflective practice, negotiated learning contracts, experiential learning includes role play, debating, student presentations, clinical laboratories, demonstrations Lectures were the most cited strategy (n=29), seminars (n=12), interactive discussion (n=9), Group work (n=14), protected study time, study guides, supervised practice, clinical teaching and case studies “congruent on the subject matter ’</p> <p>(4) Types of strategies include Lectures, tutorials seminars clinical and interpersonal skills, reflective practice Groups, use of care studies and simulations, small Group work teaching, experiential learning, role play, reading Reflection is a key learning strategy and each student is guaranteed 4 hours of reflective time per week in clinical practice</p> <p>- Students stated they ‘spent many contact hours in the classroom and most of the theoretical component of the course was delivered by lecturers ’</p> <p>(5) Within the college there is a reliance on lectures, demonstrations and tutorials The variety ranges from structured to unstructured, teacher to student-centred and includes computer assisted learning ”</p> <p>- Strategies not included</p> <p>(6) College depends on lectures, Group work/discussion and tutorials -Lectures were the most cited strategy (n=41) seminars (n=3), tutorials (n=27) Group work/discussion (n=30), protected study time, role-play, study guides, supervised practice, clinical teaching/practical workshops and reflection congruent on the subject matter</p> <p>(7) Lectures were the most cited strategy (n=36), seminars (n=19), interactive discussion (n=19), workshops (n=12) Group work (n=6) case studies (n=8), IT</p>	<p>Teaching learning strategy</p> <p>Reflective practice</p> <p>Problem solving</p> <p>Self direction</p> <p>Student centred</p> <p>Experiential activities</p>

DATABITS	BROAD CATEGORIES
<p>based strategies (n=6), video assisted discussion (n=7), practical (n=5), and most notably reflection only cited 5 times in all the unit descriptors</p> <p>- 'Strategies range from student to teacher centred The focus is on the Development of self-directed and autonomous learners'</p> <p>(8) Types of strategies include 'Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small Group work n=13, role play n=10, Group discussion n=17, projects n=12, AV n=15</p> <p>- "Students will be expected to reflect upon their own practice and the theoretical issues relevant to it"</p> <p>- Clinical placements use "supervised practice, role modelling, ward report, care plans case conferences, clinical rounds, multi-disciplinary team meetings, peer Group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management"</p> <p>- "Strategies were identified on a continuum from student-centred to teacher-centred"</p> <p>(9) Types of strategies include "Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small Group work n=13, role play n=10, Group discussion n=17, projects n=12, AV n=15</p> <p>- "Students will be expected to reflect upon their own practice and the theoretical issues relevant to it"</p> <p>- Clinical placements use "supervised practice, role modelling, ward report, care plans, case conferences, clinical rounds, multi-disciplinary team meetings, peer Group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management"</p> <p>- "Selected as appropriate to the subject, the student and teacher and the context in which the learning is taking place"</p> <p>(10) Types of strategies include "Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9 small Group work n=13, role play n=10, Group discussion n=17, projects n=12, AV n=15</p> <p>- "There is an evidence based linkage between strategies utilised and the content of the module/unit of study"</p> <p>(11) Types of strategies include "Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small Group work n=13, role play n=10, Group discussion n=17, projects n=12, AV n=15</p> <p>- "Students will be expected to reflect upon their own practice and the theoretical issues relevant to it"</p> <p>- Clinical placements use "supervised practice, role modelling, ward report, care plans, case conferences, clinical rounds, multi-disciplinary team meetings, peer Group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management"</p> <p>- "Selected as appropriate to the subject, the student and teacher and the context in which the learning is taking place"</p> <p>(12) Curriculum states teaching and learning strategies which promote evidence-based practice through research, critical thinking, and reflection"</p> <p>- "Strategies are determined within college based on subject matter and Group/class size" "Lectures, tutorials, practical demonstrations and supervised practice are the dominant strategies within college</p> <p>Each module identifies the same range of teaching strategies so it cannot be determined from the Curriculum which ones are most widely used In addition to the above strategies include, discussion, seminars, reflective practice, Group work, small Group teaching, enquiry-based learning, SDL, role play, audio visual, laboratory and reading</p> <p>(13) Types of strategies in the Curriculum include "Lectures, tutorials, seminars, clinical and interpersonal skills, reflective practice Groups, use of care studies and simulations, small Group work teaching, experiential learning, role play, reading</p> <p>Reflection is a key learning strategy and each student is guaranteed 4 hours of reflective time per week in clinical practice"</p> <p>- A full and broad range of teaching methodologies is advocated within the programme'</p>	

DATABITS	BROAD CATEGORIES
<p>3 2 2 7</p> <p>(1) Discussion Group, tutorial, reflective writing, lecture and role modelling appear the most favoured strategies identified from the individual units of learning from the Curriculum however only the nursing units attribute strategies with the other strategies employed less frequently Some strategies not utilised in the units as seen below</p> <p>Lectures (n=6), tutorials (n=7), seminars (n=4), interactive discussion (n=7), Group work (n=4), simulation, computer-assisted learning, reflective practice exercises (n=7), protected study time, study guides, supervised practice, clinical teaching, clinical laboratories, demonstrations (n=5), problem-solving scenarios and care plans (n=4), case studies (n=1), role modelling (n=6), presentations / case conferences (n=1), Workshops (n=3), Team meetings (n=1), Practicals (n=1), Lab Work (n=2), Experiential learning (n=2), Nursing care conference</p> <p>(2) A variety of teaching strategies are employed in the programme They are congruent with the subject matter An outline of the teaching strategies used is made explicit in all nursing units' although a comprehensive idea of the utilisation of the most used strategies for each unit of study is not possible to identify</p> <p>(3) Lecture, discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <p>(4) Lecture, discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - The breakdown of strategies is not explicit in the Curriculum - The Curriculum is content driven with an over-reliance on lectures - Evidence within the timetable that there is some utilisation of tutorials and Group work for certain subjects <p>(5) The aims of the programme infer a wide range of approaches but no evidence could be found to support a finding</p> <ul style="list-style-type: none"> - There is a reliance on lectures, demonstrations and tutorials The variety ranges from structured to unstructured, teacher to student-centred and includes computer assisted learning ' <p>(6) Lecture, discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently IT was cited on four occasion but it be gleaned that as a strategy it was available more than cited</p> <p>(7) Lecture, seminar, discussion appear the most favoured strategies with the other strategies employed less frequently</p> <p>(8) Lecture, discussion Group and reflection appear the most favoured strategies along with audio-visual aids and the other strategies employed less frequently</p> <ul style="list-style-type: none"> - Evidence within the timetable that there is some utilisation of tutorials and Group work for certain subjects <p>(9) Lecture, discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - Evidence from the site visit 'lesson plans are available that demonstrate other approaches" <p>(10) Lecture discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - "Eclectic variety of teaching strategies employed <p>(11) Lecture discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - "A wide range of strategies including teacher and student centred approaches reflecting the educational philosophy is employed across the programme " <p>(12) The breakdown of strategies is not explicit in the Curriculum</p> <ul style="list-style-type: none"> - "College has Dean of Teaching and Learning " <p>(13) Lecture, discussion Group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - The breakdown of strategies is not explicit in the Curriculum - Concerns regarding the length of the teaching day were raised by the students, these concerns are contrary to the philosophy of the programme" 	<p>Teaching and learning strategies</p>
<p>3 2 2 8</p> <p>(1) The 6 learning outcomes of the programme and the 3 aims of the clinical placement state concepts are part of the overall and individual unit learning outcomes of the programme</p>	<p>Reflection Problem Solving Ethical dimension of</p>

DATABITS	BROAD CATEGORIES
<p>- Reflection is identified throughout the programme as a teaching/learning strategy see 3 2 1 7</p> <p>(2) The self audit states “content and assessment strategies will assist them to problem solve in a variety of contexts, select information appropriate to their practice, and use pertinent research Codes ”</p> <p>- The 3 concepts are part of the overall (p 64) and individual unit learning outcomes and assessment strategies of the programme</p> <p>- Reflection is “incorporated into various units of the programme CPC’s and Nurse Tutors assist students reflect on their Experiences during clinical placement ” A discreet section of the Curriculum is devoted to reflective practice (p 164)</p> <p>(3) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme</p> <p>(4) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <p>- In year 1 “students are introduced to the concept of reflective practice in theory as a teaching strategy “Group reflection” and content as ‘the nature of reflection, reflection and nursing, reflective journals and diaries ’</p> <p>- Students are “allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ”</p> <p>-“Students’ opportunity to reflect and engage in self-discovery is primarily confined to their time within clinical allocations ”</p> <p>(5) The concepts are articulated as part of the overall aim and learning objectives and individual unit learning outcomes and assessment strategies of the programme e g “adopt a reflective, problem-solving approach that ensures that the ethical dimension of nursing care is recognised and respected</p> <p>(6) The concepts are expressed in the terminal characteristics and the aims of the programme</p> <p>- The individual units of learning identify module outcomes e g “to enable students to develop critical thinking about moral perspectives and to deal effectively with ethical dilemmas encountered in practice ”</p> <p>- Reflection underpins the philosophy of the programme ”</p> <p>(7) The concepts are part of the overall aim of the programme and individual unit learning outcomes and the teaching methods of the programme</p> <p>- Research is taught in year 2 and year 4 and assessed accordingly</p> <p>(8) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <p>-“Theoretical concepts underlying reflection addressed in year 1, assignments incorporate reflective dimensions, and reflection in practice is commenced during the first clinical placement</p> <p>- ‘ Group reflection’ and content as “the nature of reflection, reflection and nursing, reflective journals and diaries ’</p> <p>- Students are “allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ”</p> <p>(9) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <p>- Reflection is built into the Curriculum and is taught as a learning strategy ”</p> <p>- In year 1 “students are introduced to the concept of reflective practice in theory as a teaching strategy “Group reflection” and content as ‘the nature of reflection, reflection and nursing, reflective journals and diaries ”</p> <p>- Students are allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ’</p> <p>-“Students’ opportunity to reflect and engage in self-discovery is primarily confined to their time within clinical allocations ”</p>	<p>nursing care</p> <p>Work care plans</p> <p>Work assessment</p>

DATABITS	BROAD CATEGORIES
<p>(10) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <ul style="list-style-type: none"> - In year 1 "students are introduced to the concept of reflective practice in theory as a teaching strategy "Group reflection" and content as the nature of reflection, reflection and nursing, reflective journals and diaries " - Students are "allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements " - "A collaborative exercise to link theory and practice " <p>(11) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <ul style="list-style-type: none"> - In year 1 'students are introduced to the concept of reflective practice in theory as a teaching strategy - Students are ' allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements " - "A variety of models of reflection are utilised " - "Students utilise a model of their choice to complete some theoretical assessment " <p>(12) The concepts are part of the Curriculum design</p> <ul style="list-style-type: none"> - "Critical analysis technique is employed " - The concepts are articulated associated with the clinical placements content <p>(13) The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <ul style="list-style-type: none"> - 'Significant support required in terms of clinical facilitation of this process While this is identified in the Curriculum (p 13) it was not Experienced in reality students are afforded the time for reflection however in many areas registered nurses find facilitating this difficult ' 	
<p>3 2 2 9</p> <p>(1) Curriculum states "learning outcomes of the programme will be fully integrated into the assessment strategy at all levels and will include assessments such as examinations, essays, clinical projects, clinical skills, laboratory techniques, literature review, critiquing research, reflective practice, clinical assessments</p> <p>(2) Clinical and theoretical learning are assessed according to a plan</p> <ul style="list-style-type: none"> - Competency assessment outlined in detail to reflect ABA e-learning <p>(3) Clinical and theoretical learning are assessed according to a plan</p> <ul style="list-style-type: none"> - Competency assessment outlined in detail to reflect ABA e-learning <p>(4) Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5subject areas in each of the 4 years of the programme In addition to the identified written assignment and exam there is a written case study research critique, literature review, and research proposal Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <ul style="list-style-type: none"> - The aim of the course "is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system " - The learning outcomes are those of ABA 2000 p 13 <p>(5) Clinical and theoretical learning are assessed according to a plan</p> <ul style="list-style-type: none"> - OSCE and practice portfolio are outlined - Transferable skills and their attributes of communication, Group work, interpersonal, personal, organisational, problem solving, social and community awareness, resource management, information technology, clinical nursing skills are identified <p>(6) Clinical and theoretical learning are assessed according to a plan</p> <ul style="list-style-type: none"> - Clinical practice required completion of hours and clinical workbook <p>(7) Clinical and theoretical learning are assessed according to a plan</p> <ul style="list-style-type: none"> - Competency assessment outlined in detail to reflect ABA e-learning and ABA 	<p>Assessment strategy Clinical nursing skills Clinical assessment Theory assessment OSCE Workbook Continuous Assessment Final Exam</p>

DATABITS	BROAD CATEGORIES
<p>documents</p> <p>(8) Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5 subject areas in each of the 4 years of the programme. In addition to the identified written assignment and exam there is a written case study, research critique, literature review, and research proposal. Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <ul style="list-style-type: none"> - The aim of the course 'is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system " - The learning outcomes are those of ABA 2000 p 13 <p>(9) The aim of the course "is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system "</p> <ul style="list-style-type: none"> - The learning outcomes are those of ABA 2000 p 13 (10) <p>(10) The aim of the course "is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system "</p> <ul style="list-style-type: none"> - The learning outcomes are those of ABA 2000 p 13 <p>(11) Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5 subject areas in each of the 4 years of the programme. In addition to the identified written assignment and exam there is a written case study, research critique, literature review, and research proposal. Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <ul style="list-style-type: none"> - The aim of the course 'is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system " - The learning outcomes are those of ABA 2000 p 13 <p>(12) Clinical and theoretical learning are assessed through continuous assessment and final examination for the 6 modules in each of the 2 semesters of the 4 year programme. In addition to the identified written assignments and examinations there is a written case study, research critique, literature review, and research proposal. Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <ul style="list-style-type: none"> - The learning outcomes are those of ABA 2000 p 13 <p>(13) The aim of the course "is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and Groups in a variety of settings within an increasingly culturally diverse health care system "</p> <ul style="list-style-type: none"> - The learning outcomes are those of ABA 2000 p 13 	
<p>3 2 2 10</p> <p>(1) Internal quality assurance is in place through evaluation, course management team and Curriculum Development team. Site visit reports "within the hospital evidence offered of extensive evaluation and audit in relation to aspects of practice and the clinical learning environment "</p> <p>(2) Internal quality assurance is in place through evaluation, course management team and Curriculum Development team. Clinical audit tool being developed and piloted will be forwarded to ABA</p> <p>(3) Internal quality assurance is in place through course management team and Curriculum Development team. Informal evaluation exists. Clinical audit tool to be forwarded to ABA</p> <p>(4) Internal quality assurance is in place through evaluation, course management team and Curriculum Development team. Clinical audit tool was forwarded to ABA</p> <ul style="list-style-type: none"> - CNE provides a four-day teaching and assessing programme to prepare staff to support students in the clinical area - "There is evidence of the support given to staff in the clinical areas to access further education " <p>(5) Internal quality assurance is in place through a quality and audit officer. External examiner system and partnership structures within the management of the programmes are cited as supporting indicators</p> <ul style="list-style-type: none"> - A clinical learning audit Group has been formed <p>(6) Internal quality assurance is in place through quality audit tool. Formal</p>	<p>Internal Quality Assurance Clinical Audit Evaluation Clinical Learning Audit Group Quality and Audit Officer External Examiner System</p>

DATABITS	BROAD CATEGORIES
<p>evaluation exists Clinical audit results to be forwarded to ABA</p> <p>(7) A QA/QI self-assessment has been set up in college Clinical sites (2) 'audit structures processes and outcomes Involved in accreditation' QA approach to the clinical area and to learning within the clinical area</p> <p>(8) An educational and clinical audit is in progress external examiner system, course management structures and partnership between clinicians, nurse educators and Institute and students feedback to course management from CNM's and CPC's considered invaluable Student policies support mechanisms and feedback on assignments "</p> <p>(9) Internal quality assurance is in place through evaluation, course management team and Curriculum Development team Clinical audit tool was forwarded to ABA</p> <p>- "An active Committee is in existence that is well supported by Practice Development and Nursing management</p> <p>- A condition of approval was "an outline of the quality indicators employed within the health care institution to be submitted to ABA "</p> <p>(10) Internal quality assurance is in place through Clinical audit tool every 2 years</p> <p>- "Students expressed concern regarding their placements within the large geographic area of the region "</p> <p>- There is evidence of the support given to staff in the clinical areas to access further education</p> <p>(11) Evidence of quality indicators across most dimensions of the programme Educational audit tool utilised within all clinical placements " -Booklet of further education "based on local needs analysis" produced annually</p> <p>(12) Within the college each programme undergoes a rigorous process through different stages "</p> <p>- "Through the department, academic review Committee and academic council Student structures evaluation process, external examiner process and the course management team meetings act as quality safeguards "</p> <p>(13) Internal quality assurance is in place through evaluation, course management team and Curriculum Development team Clinical audit tool awaited by ABA</p> <p>- There is evidence of support given to staff in the clinical areas to access further education but it is at a 'Developmental stage "</p> <p>- Limited support from nurse academics/lecturers in terms of clinical Experience/learning in practice</p>	
<p>3 2 2 11</p> <p>(1) No evidence found</p> <p>(2) Students complete one elective module in year 3 semester 1 which may provide opportunity for travel Criteria and mechanisms will be considered on an individual basis</p> <p>Electives are literature or community based with one entitled 'nursing in developing worlds'</p> <p>(3) HEI has provision for elective placement "Criteria and mechanisms for exchange will be considered on an individual basis "</p> <p>(4) No evidence</p> <p>(5) HEI has provision for elective placement And inter-institution transfer</p> <p>(6) No evidence found</p> <p>(7) Two large general hospitals associated with the HEI</p> <p>- Specialist placements in established approved hospitals (psychiatric, children's, midwifery)</p> <p>- Additional placements occur in other health Board sites that were visited</p> <p>- "Congruence between the Curriculum and the clinical sites "</p> <p>- "The value of nursing as a contributory factor to healing, well-being and the centrality of the patient with in the philosophy was realised in the individual units visited through the locally devised mission statements '</p> <p>(8) "College utilises the 'Leonardo' programme and this has been successful with exchanges in place The International affairs coordinator in college liaises with the programme</p> <p>(9) No evidence found</p> <p>(10) No evidence found</p> <p>(11) No evidence found</p> <p>(12) No evidence found</p>	<p>Elective Module</p> <p>Elective Placement</p> <p>Nursing in Developing Worlds</p>

DATABITS	BROAD CATEGORIES
(13) No evidence found	
<p>3 2 3 1</p> <p>(1) Cursory reference to the approved practice placement is mentioned as a named institution in the Curriculum</p> <ul style="list-style-type: none"> -Two large general hospitals associated with the HEI - Specialist placements in established approved hospitals (midwifery, children's, psychiatric) - Additional placements occur in sites that were visited by the ABA team to be approved - Roper Logan Tierney model of nursing care in 3 sites and, Nottingham model in one site - 2 sites don't identify the name of model used - Learning is viewed as a continuous process for which responsibility is shared <p>(2) Two large general hospitals associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited by the ABA team - Philosophy of nursing addresses concepts of 'caring, dignity, health orientation and the person as an individual' - Roper, Logan, Tierney model of nursing care in both institutions <p>(3) One large general hospital associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited - Teaching team's beliefs about nursing include facilitation, caring, accountability, teamwork and collaboration and knowledgeable and clinically competent <p>(4) One large general hospital associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - 'The nursing process is utilised with the Roper Logan and Tierney model of nursing care. Evidence of team nursing and the utilisation of a triage system are evident' <p>(5) Two large general hospitals associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric, paediatrics and midwifery) - Additional placements occur in other health Board sites that were visited - Curriculum states, "the practice of nursing and clinical learning is an essential part of the nursing Curriculum" "Structures and processes are needed to ensure the integration of theory and practice and effective collaboration between third-level nurse lecturers, students and clinical staff in the practice setting" How this is achieved is not articulated - Beliefs about nursing include interactive caring process, teamwork and most up-to-date knowledge and skills based on a model of nursing which reflects the holistic nature of patient care <p>(6) Three large general hospitals associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric and midwifery) - Additional placements occur in other health Board sites that were visited - Holistic approach to care espoused. Roper et al model of nursing utilised in the three practice settings <p>(7) Two large general hospitals associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric, children's, midwifery) - Additional placements occur in other health Board sites that were visited - 'Congruence between the Curriculum and the clinical sites' "The value of nursing as a contributory factor to healing, well-being and the centrality of the patient with in the philosophy was realised in the individual units visited through the locally devised mission statements" <p>(8) One large general hospital associated with the HEI</p> <ul style="list-style-type: none"> - Specialist placements in established approved hospitals (psychiatric care of the elderly) - Objectives of placements reflective of ABA objectives 	<p>Models of Nursing</p> <p>Specialist Placement</p> <p>Philosophy of nursing</p> <p>Teaching beliefs</p> <p>Beliefs of nursing</p> <p>Nursing process</p> <p>Clinical placements</p> <p>Up-to-date law</p> <p>Interpretation of theory and practice</p>

DATABITS	BROAD CATEGORIES
<p>- 'Team nursing is the dominant approach to care delivery, however primary nursing is used in specialised areas'</p> <p>- RLT model and Orem used in the hospital "All students exposed to both models and others within nursing theory and concepts sessions"</p> <p>(9) One large general hospital associated with the HEI</p> <p>- Specialist placements in established approved hospitals (psychiatric, care of the elderly)</p> <p>- Additional placements occur in other health Board sites that were visited by the ABA team to be approved</p> <p>- Objectives of placements reflective of ABA objectives</p> <p>- "The nursing process is utilised with the Roper Logan and Tierney model of nursing care and Orem's model Clinical pathways being developed in some areas"</p> <p>(10) One large general hospital associated with the HEI</p> <p>- Specialist placements in established approved hospitals (psychiatric, care of the elderly)</p> <p>- Additional placements occur in other health Board sites that were visited by the ABA team to be approved</p> <p>- Objectives of placements reflective of ABA objectives</p> <p>- "Staff advocates a philosophy based on caring, competence, commitment and respect"</p> <p>- "The Activities of Daily Living model is utilised A modified form of team nursing is employed"</p> <p>(11) One large general hospital associated with the HEI</p> <p>- Specialist placements in established approved hospitals (psychiatric, care of the elderly)</p> <p>- Additional placements occur in other health Board sites that were visited by the ABA team to be approved</p> <p>- Objectives of placements reflective of ABA objectives</p> <p>- "A systematic approach to nursing care is utilised with the Roper Logan and Tierney model of nursing care"</p> <p>- 'Focussed care planning is employed to enhance the social and psychological dimensions of the programme'</p> <p>(12) One large general hospital associated with the HEI</p> <p>- Specialist placements in established approved hospitals (psychiatric, care of the older person)</p> <p>- Additional placements occur in other health Board sites that were visited by the ABA team to be approved - objectives of placements reflective of ABA objectives</p> <p>- "The nursing process is utilised with the Roper Logan and Tierney model of nursing care Evidence of modified team nursing and the utilisation of patient allocation evident"</p> <p>(13) One general hospital associated with the HEI with 5 other sites used to achieve the Experiences required</p> <p>- Specialist placements in a number of sites requiring approval from ABA</p> <p>- Additional placements occur in other health Board sites that were visited by the ABA team to be approved</p> <p>- Objectives of placements reflective of ABA objectives</p> <p>- 'The Roper Logan and Tierney model of nursing care' underpins the "standardised care plans"</p>	
<p>3 2 3 2</p> <p>(1) Clinical audit tool requires each clinical area to identify learning opportunities for the student and provide a range of learning tools to assist the student achieve their potential in a supported manner</p> <p>(2) Practice placements selected to ensure that programme learning outcomes are met</p> <p>- 'Practice placements will provide students with the required Experience and number of hours stipulated by ABA'</p> <p>- Clinical audit tool requested by ABA</p> <p>(3) Practice placements selected to ensure that programme learning outcomes are met</p> <p>- Clinical audit tool requested by ABA</p> <p>(4) Practice placements selected to ensure that programme learning outcomes are</p>	<p>Clinical Audit Tool</p> <p>Effective learning environment</p> <p>Clinical Placement Map</p>

DATABITS	BROAD CATEGORIES
<p>met</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA <p>(5) Clinical placement map meets each of the programme requirements in terms of hours and prescribed hours"</p> <ul style="list-style-type: none"> - "The clinical placement map is designed to provide the students with sufficient exposure to the practice environment to meet the necessary elements of a pre-registration programme " - Information for the map incomplete <p>(6) Excellent clinical learning environment for students, staff highly motivated Students have a very varied clinical Experience</p> <p>(7) The clinical component of the programme is seen as most important in the learning Experience "</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA <p>(8) Audits completed in relation to ABA standards and requirements This was very much in evidence during external placement visits</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA <p>(9) Practice placements selected to ensure that programme learning outcomes are met</p> <ul style="list-style-type: none"> - "A most comprehensive audit tool has been devised and utilised to operationalise the site for use to identify and meet the educational requirements " - "Students Experience specialist placements early in the programme ' <p>(10) Practice placements selected to ensure that programme learning outcomes are met</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA <p>(11) Practice placements selected to ensure that programme learning outcomes are met</p> <ul style="list-style-type: none"> - Clinical audit tool seen by ABA <p>(12) Practice placements selected to ensure that programme learning outcomes are met</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA <p>(13) Many clients are over 70 years and are dependent on total nursing care Hospital management take the view that this is an acute medical unit"</p> <ul style="list-style-type: none"> - Clinical audit tool requested by ABA 	
<p>3 2 3 3</p> <p>(1) Programme plan identifies areas of clinical learning Specialist placements can occur throughout the programme and do not appear according to the Curriculum to be organised to match theoretical input for all students see sub question 3 2 1 1</p> <ul style="list-style-type: none"> - "Learning is oriented toward clinical practice, professional Development and personal growth Adult education philosophy underpins the educational process and structure " <p>(2) Curriculum outlines a philosophy and plan whereby placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice</p> <ul style="list-style-type: none"> - Development of a ' competent, caring, confident adult based on a reflective approach to learning" <p>(3) Curriculum outlines a philosophy and plan whereby placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice</p> <ul style="list-style-type: none"> - Placement in the practice setting is considered central to this examination as the practice setting provides students with the opportunity to test out theory in the reality of practice ' <p>(4) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice</p> <ul style="list-style-type: none"> - Progressive Development included in the expectations of each clinical placement opportunity <p>(5) Curriculum outlines 'nursing students need exposure to practice through a range of placements in different settings in which care is delivered</p> <ul style="list-style-type: none"> - Programme involves a strong emphasis on the practice of nursing and on an integrated Curriculum design The proximity between classroom teaching and 	<p>Programme Plan Special placement Learning oriented to clinical practice, professional Development and personal growth Curriculum philosophy – need for exposure to practice through a range of placements Proximity between classroom teaching and Experiences in nursing practice</p>

DATABITS	BROAD CATEGORIES
<p>Experiences in nursing practice, relating to particular issues, will enhance the potential for integration between the two ”</p> <p>(6) Students are viewed as central to their own learning</p> <p>- ‘A wide range of academic and academic/clinical higher education based courses are being supported ”</p> <p>(7) A team and partnership approach will be applied when assessing the student nurse, as the assessors will consult with colleagues in determining the student nurses’ competence Clinical nurse managers, nurse tutors and third-level institution will agree on the assessment process ”</p> <p>(8) Curriculum outlines a philosophy and plan whereby taught clinical placements are “an opportunity to consolidate nursing theory and practice in preparation for her role as a registered practitioner ’ Placement in the practice setting is considered central to students’ examination “when students are facilitated to reflect on their Experiences ’</p> <p>- Progressive Development included in the expectations of each clinical placement opportunity</p> <p>(9) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice</p> <p>- Progressive Development included in the expectations of each clinical placement opportunity</p> <p>- Philosophy “developed through consultation ”</p> <p>(10) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice</p> <p>- Progressive Development included in the expectations of each clinical placement opportunity</p> <p>(11) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice</p> <p>- Progressive Development included in the expectations of each clinical placement opportunity</p> <p>- “Learning is viewed as a life-long process, it is seen as a participative active and an enabling/empowered process ”</p> <p>(12) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice</p> <p>(13) Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice</p>	
<p>3 2 3 4</p> <p>(1) Week 15</p> <p>(2) Year 1, semester 2 weeks 3-7</p> <p>- “Students also visit clinical area for four hours year 1 semester 1’</p> <p>(3) Year 1 Semester 1 four hours Year 1 semester 2 week 3-7</p> <p>(4) Week 15</p> <p>(5) Week 17</p> <p>(6) Year 1 Semester 1 week 11 and 12 (2 weeks prior to Christmas)</p> <p>(7) January semester 2 year 1”</p> <p>(8) Week 15</p> <p>(9) Day visits take place from week 3</p> <p>- ‘First placements occur at week 11”</p> <p>(10) Week 15</p> <p>(11) Week 10</p> <p>(12) Week 10</p> <p>(13) Week 15</p>	<p>Semester 1 (x 1)</p> <p>Semester 2 (x 4)</p>

DATABITS	BROAD CATEGORIES
<p>3 2 3 5</p> <p>(1) Objectives available in each clinical area visited by team</p> <p>(2) Objectives available in each clinical area visited by team Aim of nursing care is "to provide individualised holistic care to patients in a safe, friendly environment The staff endeavours "to provide evidence-based care while maintaining the patients' privacy and dignity Provision of care also includes the family "</p> <p>- Primary method for delivery of nursing care is Primary Nursing</p> <p>(3) Objectives available in each clinical area visited by team</p> <p>- "Learning outcome are available in each clinical area to promote and support student learning during placement "</p> <p>(4) Objectives available in each clinical area visited by team</p> <p>- "CPC s are to be commended for their work in the creation and Development of a quality learning environment for the students' practice placement Experience "</p> <p>(5) Objectives available in each clinical area visited by team</p> <p>- " Learning outcome are available in each clinical area to promote and support student learning during placement "</p> <p>(6) Objectives available in each clinical area visited by team</p> <p>- "Developed with each clinical site Experiences at the forefront '</p> <p>(7) Commended for the coordinated and evidence based approach to the Development of policies protocols and guidelines "</p> <p>(8) Objectives available in each clinical area visited by team</p> <p>- "Considerable evidence of documentary Development in clinical practice"</p> <p>- "Evidence that clinicians and their Experiences are central to change '</p> <p>(9) Objectives available in each clinical area visited by team</p> <p>- "Groups develop policies that are pertinent to specific areas "</p> <p>(10) Objectives available in each clinical area visited by team</p> <p>- "Care planning documentation was reviewed in 1998 and is audited annually '</p> <p>(11) Objectives available in each clinical area visited by team</p> <p>- "Modified team nursing in existence</p> <p>(12) Objectives available in each clinical area visited by team</p> <p>(13) Objectives available in each clinical area visited by team</p>	<p>Objectives available</p> <p>Aim of Nursing Care</p> <p>Primary Nursing</p> <p>Learning Outcomes</p> <p>CPC's</p>
<p>3 2 3 6</p> <p>(1) Students reported knowing of the learning outcomes</p> <p>(2) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor Students reported knowing of the learning outcomes</p> <p>(3) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor Students reported knowing of the learning outcomes</p> <p>(4) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor Students reported knowing of the learning outcomes</p> <p>(5) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor Students reported knowing of the learning outcomes</p> <p>(6) There are core objectives for each year of the programme and specific objectives for specialist areas</p> <p>Students reported, "a structured orientation is utilised within the clinical setting "</p> <p>(7) An audit of care planning was completed There is a major emphasis within the hospital on auditing the nursing documentation and changes are then instigated following audit results '</p> <p>(8) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers</p> <p>- "60% staff have completed ENB 998</p> <p>- "Ward based sessions are provided in relation to mentoring '</p> <p>(9) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers</p> <p>- Teaching and assessing courses are held frequently "</p>	<p>Knowledge of learning outcomes</p> <p>Nurse Practitioners jointly identified role of preceptor</p>

DATABITS	BROAD CATEGORIES
<p>(10) Learning outcomes were jointly “evident within the Curriculum and in each clinical site visited – evidence of clinical staff central to the Development of clinical learning objectives/outcomes”</p> <p>(11) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered teaching and assessing course</p> <p>-“Student orientation is provided”</p> <p>(12) Learning outcomes were jointly identified by the nurse practitioners, and nurse lecturers</p> <p>- ‘Available access and support for continuing professional</p> <p>(13) Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered various courses to prepare them for the role of preceptor</p>	
<p>3 2 3 7</p> <p>(1) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not captured by reports <p>(2) Students identified CPC as good support</p> <ul style="list-style-type: none"> - 7 CPC’s associated with two mam clinical sites - Link tutor also available <p>(3) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - ‘ Each clinical placement setting has a named clinical placement coordinator ’ <p>(4) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - Students and staff were critical of the lack of nurse lecturer involvement in the clinical practice environment <p>(5) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - “Each clinical placement setting has a named clinical placement coordinator ” <p>(6) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified <p>(7) CPC’s have 30 students each and 6 areas approx ”</p> <ul style="list-style-type: none"> -“Each clinical placement setting has a named clinical placement coordinator ’ <p>(8) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - Named CPC link system in existence ” <p>(9) Students identified CPC as good support</p> <ul style="list-style-type: none"> - 4 CPC’s identified at site visit - ‘Considerable support from practitioners, nurse managers, the clinical Development coordinator ” <p>(10) A named CPC is linked to every internal and external placement</p> <ul style="list-style-type: none"> - No number of CPC’s found <p>(11) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified <p>(12) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - Staff “welcomes students who they indicate contribute to shared learning ” <p>(13) Students identified CPC as good support</p> <ul style="list-style-type: none"> - Number of CPC’s not identified - Some flexibility has been introduced in relation to the specific lecturing hours of staff for improvement in the area of creating worthwhile links with the clinical areas 	<p>CPC’s link Tutor Named CPC Nurse Lecturer involved</p>
<p>3 2 3 8</p> <p>(1) Reported by students ‘feel that the clinical staff prioritise the learning needs of students nurses during placements” (p 12) embrace the concept ‘took time to adjust initially with supernumerary status in one hospital (p 11)</p> <p>(2) Reported that staff have embraced the concept of supernumerary status</p> <p>(3) Reported that familiarisation with the concept of supernumerary status took some time Efforts to facilitate an awareness of the concept had taken place, however the site visit team were told of ‘a difficulty in some areas of the hospital</p>	<p>Embraced concept Positive initially Familiarisation with concept Prioritise the learning needs</p>

DATABITS	BROAD CATEGORIES
<p>(4) Reported that familiarisation with the concept of supernumerary status is evident - 'Students complained that they had to complete two assignments while on placement The students felt that their focus tended to be on the assignments rather than on them maximising all the learning opportunities available'</p> <p>(5) Reported that learning was the focus of their Experience in 75% of their clinical Experiences" - Difficulties expressed by students when overseas were on orientation assessments</p> <p>(6) Evident and operationalised</p> <p>(7) Staff articulated the focus on learning central to the concept, clinical staff highly supportive, very positive in relation to the contribution of the teaching and assessing programme to the support of students"</p> <p>(8) Reported that familiarisation with the concept of supernumerary status is evident - 'Students agree that it is largely explicit and operationalised as intended It is part of the orientation programme for new staff nurses "</p> <p>(9) Reported that familiarisation with the concept of supernumerary status is 'very evident - "Clinical staff are delighted to have students '</p> <p>(10) Reported that familiarisation with the concept of supernumerary status is evident - 'Evident through dialogue with clinical staff throughout the hospital '</p> <p>(11) Reported that familiarisation with the concept of supernumerary status is evident - "The emphasis is on learning and the primacy of learning through doing "</p> <p>(12) Reported that familiarisation with the concept of supernumerary status is evident - 'There is a sense of the desire of clinical staff wanting to contribute to shared learning "</p> <p>(13) Reported that familiarisation with the concept of supernumerary status is evident - "Students complained that they had to complete two assignments while on placement The students felt that their focus tended to be on the assignments rather than on them maximising all the learning opportunities available'</p>	
<p>3 2 3 9</p> <p>(1) Students report they are assigned to a registered nurse shift by shift - Ratio can however be 2 students to 1 RGN when student cohorts overlap - Students report satisfaction with clinical support they receive No evidence collected regarding 24 hour shift</p> <p>(2) Students report they are assigned to a registered nurse shift by shift - Ratio can however be 6/7 students to 4 RGN's when student cohorts overlap - Students report satisfaction with clinical support they receive - No evidence collected regarding 24 hour shift</p> <p>(3) Students report they are assigned to a registered nurse shift by shift - Students report satisfaction with clinical support they receive</p> <p>(4) Students report they are assigned to a registered nurse shift by shift - 1 1 ratio - Students report satisfaction with clinical support they receive</p> <p>(5) Students report they are assigned to a registered nurse shift by shift - Students report satisfaction with clinical support they receive</p> <p>(6) Students report satisfaction with clinical support they receive - Ratio is 'Largely 1 1 Problems are Experienced particularly during ht afternoon shift, but largely the ration is maintained "</p> <p>ABA put in a condition that "an audit be conducted on the impact of supervising nurses on the return to practice and orientation/assessment on the creation of a quality learning environment for students'</p> <p>(7) Most clinicians agreed that the ratio is usually 1 1 the ratio is audited continuously on occasion the ratio can be 4 6 in general areas but this now less common</p> <p>(8) This varies in some units visited a 1 1 ratio exists however in some of the larger general wards there were concerns expressed and some wards are experiencing too many students per allocation</p> <p>(9) The teaching and management staff were anxious to inform the team that students</p>	<p>Registered nurse shift by shift Two students to One RGN Satisfaction with Clinical Support</p>

DATABITS	BROAD CATEGORIES
<p>are supervised on a 1:1 ratio</p> <p>(10) Students report they are assigned to a registered nurse shift by shift</p> <ul style="list-style-type: none"> - "Always 1:1 ratio" - "There are usually 3 students per shift there are usually 4 registered nurses in the AM and 3 in the PM" <p>(11) The ratio varied ITU no problem, A+E there was a problem with too many students being allocated (6), surgical wards indicated largely 1:1 but at times could go to 5:6</p> <p>(12) Students report they are assigned to a registered nurse shift by shift</p> <ul style="list-style-type: none"> - Ratio of 1:1 is achieved - Students report satisfaction with clinical support they receive <p>(13) Students report they are assigned to a registered nurse shift by shift</p> <ul style="list-style-type: none"> - 1:1 ratio - Students report satisfaction with clinical support they receive 	
<p>3 2 4 1</p> <p>(1) Assessments occur after each term</p> <ul style="list-style-type: none"> - Progression criteria explicit - 'Students normally required to have completed the theoretical and clinical assessments in each stage of the course prior to progressing to next stage' p 12 - Early provisional feedback reported using a structured pro-forma <p>(2) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma <p>(3) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma <p>(4) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma <p>(5) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma <p>(6) Assessments strategy given to each student in the Book of Modules</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass written assessment and practice attendance requirements to progress <p>- "A separate marking grid for papers and assignments are used and returned for feedback to students"</p> <p>(7) A structured feedback sheet based on an educational taxonomy</p> <ul style="list-style-type: none"> - 'Evident within the marks and standards document' <p>(8) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma - Student feedback evident "supported by favourable comments from external examiner" <p>(9) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma - "A formal system of student feedback exists for the assessment of theory and practice" <p>(10) Assessments plan given to each student at beginning of the programme</p> <ul style="list-style-type: none"> - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma <p>(11) Assessments plan given to each student at beginning of the programme</p>	<p>Assessment Plan</p> <p>Progression explicit</p> <p>Early feedback</p> <p>Structured pro-forma</p>

DATABITS.

BROAD CATEGORIES

- Progression criteria explicit
- Student must pass both written and practice assessment requirements to progress
- Early provisional feedback reported using a structured pro-forma
- (12) Assessments plan explicit in the programme
- Progression criteria explicit
- 'Each module has its own formal continuous and summative assessment strategy'
- Each student receives an evaluation/feedback sheet concerning their work. A taxonomy based on the work of Bloom is employed.
- (13) Assessments plan given to each student at beginning of the programme
- Progression criteria explicit
- Student must pass both written and practice assessment requirements to progress
- Early provisional feedback reported using a structured pro-forma

3 2 4 2

- (1) The degree/registration programme outlines 6 examinations and 4 assignments, including a literature review and additionally this is supported by a reflective journal/portfolio and four points of clinical competencies assessment the details of which are omitted
- (2) Each theoretical unit is assessed using various strategies. Work continues in this area and it was agreed that there is scope for improvement. The degree/registration programme outlines 15 examinations and 23 course work assessments. There are four points of clinical competencies assessment the weighting and details of which are outlined
- (3) The degree/registration programme outlines 15 examinations and 23 course work assessments. Four points of clinical competencies assessment the details of which are outlined. The weightings are outlined between coursework and examination
- (4) The degree/ registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)
- (5) The degree/registration programme outlines 34 continuous assessment points of examination or assignment, which include a clinical practice assignment and 17 examinations. The weightings are outlined between coursework and examination. Clinical competency assessments not outlined
- (6) The degree/ registration programme outlines 12 examinations, 18 assignments, 6 points of workbook assessment to include clinical learning and 8 in class test points. The weightings are outlined between coursework and examination and each is attributed credit value
- (7) The degree/ registration programme outlines assessment points of examination and assignment at the end of each semester and the four principles of the Curriculum: 12 assessments in first year & clinical, 14 in second year & clinical, 3 in third year & clinical, 10 in fourth year & clinical. The weightings are outlined between coursework and examination
- (8) The degree/ registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)
- (9) The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)
- (10) The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)
- (11) The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not

DATABITS	BROAD CATEGORIES
<p>outlined other than to state: exam (n=14); assignment (n=15); written case study (n=1); research critique (n=1); literature review (n=1); research proposal (n=1)</p> <p>(12) The degree/registration programme outlines main assessment points and strategies. There is a range of examination or assignments for each of the 28 modules of the programme not including the 9 clinical modules. The clinical modules are all assessed using competence assessment. The other strategies are exam (n=14), continuous assessment e.g. presentation or Group seminar (n=7), MCQ (n=6), laboratory (n=3), essay (n=4), project (n=4) which includes 10,000 word research project, reflective practice is identified once and clinical skills is typically associated with another assessment strategy and attributes 10% of the weighting of the module and is cited 7 times.</p> <p>(13) The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state: exam (n=14); assignment (n=15); written case study (n=1); research critique (n=1); literature review (n=1); research proposal (n=1)</p>	
<p>3.2.4.3</p> <p>(1) Assessment strategies include examinations, essays, clinical projects, clinical skills laboratory techniques, literature reviews, critiquing research, reflective practice, clinical assessments</p> <ul style="list-style-type: none"> - Knowledge, psychomotor skills and competencies assessed. <p>(2) Assessment strategies include examinations and course work without further details</p> <ul style="list-style-type: none"> - Knowledge, psychomotor skills and competencies assessed. - Comprehensive competency assessment in place - "Work continues in this area and it was agreed that there is scope for improvement." <p>(3) Assessment strategies include examinations, essays, clinical projects, clinical skills laboratory techniques, literature reviews, critiquing research, reflective practice, clinical assessments</p> <ul style="list-style-type: none"> - Knowledge, psychomotor skills and competencies assessed. - Comprehensive competency assessment in place <p>(4) The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <ul style="list-style-type: none"> - Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers. Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work. <p>(5) Assessment strategies include examinations, essays, clinical projects, clinical skills laboratory techniques, literature reviews, critiquing research, reflective practice, clinical assessments</p> <ul style="list-style-type: none"> - Knowledge, psychomotor skills and competencies assessed. - Comprehensive competency assessment in place <p>(6) Assessment strategies include examinations, essays, clinical projects, in class tests, research project, clinical workbook, seminar, care study</p> <ul style="list-style-type: none"> - "Modules are assessed through a variety of strategies." <p>(7) Assessment strategies include examinations, essays, course work, extended essay, OSCE, objective tests, continuous assessment</p> <ul style="list-style-type: none"> - Comprehensive competency assessment in place <p>(8) The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <ul style="list-style-type: none"> - Exams include "multiple choice questions, short answer questions, essay questions, critique of research papers." "Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission <p>(9) The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <ul style="list-style-type: none"> - Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers. Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work. <p>(10) The choice of subject assessment methods and schedules are based upon a</p>	<p>Examination Clinical Projects Competence Credit Allocation</p>

DATABITS	BROAD CATEGORIES
<p>number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <p>- Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work</p> <p>(11) The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <p>- Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers Course work will include essays, nursing care plans, critical incident analysis research proposal and the submission of work</p> <p>(12) A variety of strategies will be used for assessments, which will be contextualised in practice ”</p> <p>- Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work</p> <p>(13) The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.</p> <p>- Exams include multiple choice questions, short answer questions, essay questions, and critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work</p>	
<p>3 2 4 4</p> <p>(1) Extern supports the assessment strategy</p> <p>(2) Reported that Extern supports the assessment strategy</p> <p>-“Validity and reliability of the assessment tools will be evaluated as the programme progresses”</p> <p>(3) Extern supports the assessment strategy</p> <p>-“External examiner commends the college for the reliability of its marking and its use of inter-rater reliability marking ”</p> <p>(4) Extern supports the assessment strategy</p> <p>(5) Extern supports the assessment strategy</p> <p>-“External examiner commends the college for the reliability of its marking and its use of inter-rater reliability marking ”</p> <p>(6) Extern supports the assessment strategy</p> <p>-“Internal and external moderation is employed ”</p> <p>(7) Extern supports the assessment strategy</p> <p>-“Inter-rater reliability marking is utilised by the internal markers Externs from the social and biological science subjects feed into the assessment process Feedback from the nursing extern supports the assessments in place</p> <p>(8) Evident within plan, Curriculum and marks and standards document</p> <p>(9) Assessment strategies are based upon valid and reliable techniques</p> <p>(10) Extern supports the assessment strategy</p> <p>(11) Internal moderation employed, prior to external examination Scripts and assignments are also sent to extern for approval”</p> <p>(12) Site visit team supports the assessment strategy</p> <p>(13) Extern supports the assessment strategy</p>	<p>External support evaluated</p> <p>External reports</p> <p>Inter-rater reliability</p>
<p>3 2 4 5</p> <p>(1) No evidence</p> <p>(2) Grading criteria included in Curriculum and provided to students in handbook</p> <p>(3) As 2 above</p> <p>(4) Grading criteria included in Curriculum and provided to students in handbook</p> <p>- Pass mark practical 40% and project 60%</p> <p>(5) As 2 above</p> <p>(6) Grading criteria for honours outlined</p> <p>(7) Marks and standards outline the honours standard</p> <p>(8) Grading criteria included in Curriculum and provided to students in handbook</p> <p>- Pass mark practical 40% and project 60%</p> <p>- Assignment marking criteria indicated 40% pass mark</p> <p>(9) Grading criteria included in Curriculum and provided to students in handbook</p>	<p>Grading criteria</p> <p>Student handbook</p>

DATABITS	BROAD CATEGORIES
<ul style="list-style-type: none"> - Pass mark practical 40% and project 60% - 'Assignment marking criteria identify 40% as pass mark' (10) Grading criteria included in Curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Pass mark theoretical 40% (11) Grading criteria included in Curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Theoretical pass mark 40% (12) Grading criteria included in 'Handbook of Academic Administration' (13) Grading criteria included in Curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Pass mark theoretical 40% 	
<p>3 2 4 6</p> <ul style="list-style-type: none"> (1) Curriculum refers to details in the course handbook - Copy of the marks and standards seen by the site visit team (2) Copy of the marks and standards in Curriculum and also seen by the site visit team - Procedures for the discussion, checking and appeal of examination results most clear (3) Copy of the marks and standards in Curriculum and also seen by the site visit team - Students given copy in handbook - Details of the criteria for compensation, continuation and supplemental examinations. The procedures for discussion, checking and appeal of examination results are explicit (4) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" (5) Copy of the marks and standards in Curriculum and also seen by the site visit team - Students given copy in handbook - Details of the criteria for compensation, continuation and supplemental examinations. The procedures for discussion, checking and appeal of examination results are explicit (6) Copy of the marks and standards in programme document and also seen by the site visit team (7) Copy of the marks and standards in Curriculum and also seen by the site visit team - Criteria for "compensation, between subjects shall not be permitted" (8) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" (9) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" - 'There is no compensation between theoretical and clinical practice components (10) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" (11) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" (12) Curriculum states 'students will be assessed on whether competence has been achieved within clinical practice and are deemed to be either competent or not competent, and will be graded on a pass/fail basis' (13) Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme" 	<p>Curriculum Course handbook Marks and Standards Compensation procedures</p>
<p>3 2 4 7</p> <ul style="list-style-type: none"> (1) No compensation reported and reference is made to the marks and standards (2) No compensation reported (3) As 2 above (4) As 2 above (5) As 2 above (6) As 2 above (7) No compensation permitted 	<p>No compensation Marks and Standards</p>

DATABITS	BROAD CATEGORIES
<p>(8) No compensation reported -“No compensation may be exercised from, or to, taught clinical placement (9) No compensation may be exercised from, or to, subject Taught Clinical Placement ” (10) No compensation may be exercised from, or to, subject Taught Clinical Placement (11) No compensation may be exercised from, or to, taught Clinical Placement (12) There is no compensation between theory and practice (13) No compensation reported</p>	
<p>3 2 4 8 (1) Student record is maintained by the HEI with input from the health care institution (2) As 1 above (3) Student record is maintained by the HEI with input from the health care institution - Examinations office keeps records of theoretical and practice assessments (4) Student record is maintained by Allocations Officer in the HEI with input from the health care institution (5) Student record is maintained by the HEI with input from the health care institution - Examinations office keeps records of theoretical and practice assessments (6) Student record is maintained by the HEI with input from the health care institution -“Students must fulfil the An Bord standards and requirements ” (7) Student record is maintained by the HEI with input from the health care institution -“Students must meet all requirements of the programme ” (8) Student record is maintained by Allocations Officer in the HEI with input from the health care institution -“The issue of progression, EU requirements made explicit and no students referred to this matter (9) Student record is maintained by Allocations Officer in the HEI with input from the health care institution (10) Student record is maintained by Allocations Officer in the HEI with input from the health care institution (11) Student record is maintained by Allocations Officer in the HEI with input from the health care institution (12) Explicit and specifies that students must meet all the requirements of the programme (13) Student record is maintained by Allocations Liaison Officer in the HEI with input from the health care institution</p>	<p>Student record Record of Theoretical and Clinical Assessment</p>
<p>3 2 4 9 (1) Eligibility for registration is confirmed within the Curriculum (2) Eligibility for registration is confirmed within the Curriculum - Assessment records are kept in the examinations office (3) Eligibility for registration is confirmed within the Curriculum based on ABA requirements (4) Eligibility for registration is confirmed from the site visit and the Curriculum (5) Eligibility for registration is confirmed within the Curriculum based on ABA requirements (6) Eligibility for registration is confirmed within the programme document based on ABA requirement (7) Eligibility for registration is confirmed within the site visit based on ABA requirements (8) Eligibility for registration is confirmed from the site visit and the Curriculum (9) Criteria for registration are evident (10) Eligibility for registration is confirmed from the site visit and the Curriculum - ‘Ensure minimum EU requirements are met ’ (11) Eligibility for registration is confirmed from the site visit and the Curriculum (12) Eligibility for registration is confirmed from the site visit and the Curriculum (13) Eligibility for registration is confirmed from the site visit and the Curriculum</p>	<p>Individual student record Eligibility for negotiation</p>

DATABITS	BROAD CATEGORIES
<p>3 2 5 1</p> <p>(1) Site visit reports evidence was supplied to the team</p> <p>(2) Site visit reports evidence supplied to the team ABA requested CV's to be forwarded to them</p> <p>(3) As 1 above</p> <p>(4) As 1 above</p> <p>(5) As 1 above</p> <p>(6) As 1 above</p> <p>(7) As 1 above</p> <p>(8) Site visit reports evidence was supplied to the team</p> <p>- "The college will furnish CV's of extern"</p> <p>(9) HEI criteria in place</p> <p>- Condition of approval requires CV's of external examiners be forwarded to ABA</p> <p>(10) Site visit reports evidence was supplied to the team</p> <p>(11) Site visit reports evidence was supplied to the team</p> <p>- CV's of extern requested by ABA</p> <p>(12) Site visit reports evidence was supplied to the team</p> <p>- CV's requested by ABA</p> <p>(13) Site visit reports evidence was supplied to the team</p>	<p>Site report evidence</p> <p>CV's requested</p> <p>CV's forwarded</p>
<p>3 2 5 2</p> <p>(1) Site visit reports evidence supplied to the team</p> <p>(2) As 1 above</p> <p>(3) Site visit reports evidence supplied to the team</p> <p>- Criteria outlined in Curriculum</p> <p>(4) As 1 above</p> <p>(5) Site visit reports evidence supplied to the team</p> <p>- Criteria outlined in Curriculum</p> <p>(6) Site visit reports evidence supplied to the team</p> <p>(7) Site visit reports evidence supplied to the team</p> <p>(8) Site visit reports evidence supplied to the team</p> <p>(9) Site visit reports evidence supplied to the team</p> <p>(10) Site visit reports evidence supplied to the team</p> <p>(11) Site visit reports evidence supplied to the team</p> <p>(12) Site visit reports evidence supplied to the team</p> <p>- External examination will 'examine and moderate assessment instruments and grades and will be guided by the HEI rules"</p> <p>(13) Site visit reports evidence was supplied to the team</p>	<p>Criteria in Curriculum</p> <p>Site Visit Reports</p>
<p>3 2 5 3</p> <p>(1) Site visit reports evidence supplied to the team ABA request the CV's of externs are forwarded to them as part of Annual Report</p> <p>(2) Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them</p> <p>(3) Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them</p> <p>(4) Site visit reports evidence supplied to the team ABA requested CV s be forwarded to them</p> <p>(5) Site visit reports evidence supplied to the team and current extern meets the criteria.</p> <p>- ABA requested CV's be forwarded to them</p> <p>(6) Site visit reports evidence supplied to the team and current extern meets the criteria</p> <p>- ABA requested CV's be forwarded to them</p> <p>(7) Site visit reports evidence supplied to the team and current externs (2) meet the criteria</p> <p>(8) Site visit reports evidence supplied to the team</p> <p>ABA requested CV's be forwarded to them</p> <p>- "Site visit team had full access to external examiners report, a composite of same per subject/cohort will be forwarded as part of an annual report to ABA "</p> <p>(9) Site visit reports evidence supplied to the team</p> <p>ABA requested CV's be forwarded to them</p> <p>(10) Site visit reports evidence supplied to the team</p> <p>ABA requested CV's be forwarded to them</p>	<p>Site visit report</p> <p>CV's forwarded</p>

DATABITS	BROAD CATEGORIES
(11) Site visit reports evidence supplied to the team - ABA requested CV's be forwarded to them (12) Site visit reports evidence supplied to the team - ABA requested CV's be forwarded to them (13) Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them	

APPENDIX C

Matrix of How the Programmes met the standards
for the Approval of Third Level Institutions, Health
Care Institutions and Educational Programmes
Leading to Registration (ABA 2000)

**Matrix of How the Programmes met the Standards for the Approval of Third Level Institutions,
Health Care Institutions and Educational Programmes Leading to Registration (ABA 2000)**

STANDARD

The Third level institution and health care institution is committed to providing nursing education programmes that demonstrate that the highest standards of professional education and training are in place.

College ID No. 1

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.1.1. Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p.29-84	Documentary analysis (quantitative) descriptive statistics	Theory = 1815 1540 contact hrs. 275 effort hrs. Clinical: 3468 hrs. Total: 5283 hours See sheet 1	Full compliance with the standard Finding shows more hours than the table in curriculum p.14
3.2.1.2. Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p.13, 14,16 - Site visit report p.5	Documentary analysis (qualitative and quantitative)	Curriculum development committee in situ -“There is a health sciences committee” -“Course committee, subject sub-committees	Full compliance
3.2.1.3. Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Curriculum p.12 - Site visit report p.5	Documentary analysis (quantitative)	Individual student record maintained	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.1.4. Is the process for monitoring student attendance declared?	Monitoring system of student attendance in situ	Site visit report p.5	Documentary analysis (quantitative)	Clinical placements well monitored difficulty in monitoring lecture attendance but spot checks undertaken. - Evidence reported less than 60% attendance in some lecturers. -“Staff record attendance at tutorials” -Specified in student handbook	Partial compliance
3.2.1.5. Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum p.13, 14, 16 - Site visit report p.5	Documentary analysis - site visit report (interview key respondents on site visit)	Course committee meets once per term	Full compliance
3.2.1.6. Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Curriculum p.13, 14,16 - Site visit report p..5	Documentary analysis - site visit report (interview key respondents on site visit)	Course committee in situ	Full compliance
3.2.1.7. Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the extern examiner are articulated	Curriculum p.12 - Site visit report p.10	Documentary analysis (quantitative)	University criteria in place	Full compliance
3.2.1.8. Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff CV's of staff	Site visit report p.5	Documentary analysis (quantitative)	CV's of staff requested by ABA. - Specialist teachers to programme identified at site visit - 17 WTE nurse tutor staff	Partial compliance
3.2.1.9. Is the ratio of registered nurse/midwife tutors to	Tutor to student ratio - CV's of tutors	Site visit report p.5	Documentary analysis	Ratio 1:12 tutor to student ratio	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
students (excluding Principal Tutors) 1 15?	- PIN numbers of tutors			- CV's of staff requested by ABA	
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff -CV's of nurses -PIN numbers of nurses -Further educational development plan of staff	Site visit report p 5	Documentary analysis	CV's of staff requested by ABA	Unknown
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	- Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	Site visit report p 6 Curriculum p 16	Documentary analysis	Experienced tutors are course co-ordinators CV's requested by ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 12 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 8,13	Documentary analysis	Clinical staffs report a staff development department Professional development planning is in progress in the hospital It is well resourced and has increased staff morale - Diary of staff development to be sent to ABA	Partial compliance
3 2 1 13 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found		Data not collected	Unknown
3 2 1 14 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p 6	Documentary analysis	7 main computer labs - Some shared teaching with other nursing programmes offered by the college (250 students per intake) - Good IT links between HEI and the main hospital sites - Good audio-visual facilities - Full extensive list of nursing journals and databases in library - Students report being unhappy with access to college libraries due to geographical difficulties - New school building awaiting completion	Partial compliance
3 2 1 15 Does the mechanism for student admission to the	Enrolment demographics	Curriculum p 12, 13 - Annual report 2002,	Document analysis (quantitative and	Entry criteria explicit - 3 students left in 2002	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	- Exiting criteria - Attrition numbers	2003	qualitative)	oversubscribed in 2003	
3.2.1.16. Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements -Deferral numbers	Annual report 2002, 2003		2 students deferred in 2003	Partial compliance
3.2.1.17. Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements -Transfer numbers	Annual report 2002, 2003		No transfers in or out of the programme reported	Partial compliance
3.2.1.18. Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Site visit report p.6	Documentary analysis	College counselling services, student health services, chaplains, personal tutor system and course leaders are identified as student supports	Full compliance
3.2.1.20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
Altranais?					
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included ABA 2000 p 22	Curriculum p 34, 50, 51, 65, 66	Documentary analysis	Programme meets ABA and EU input requirements The content for each of the specialist areas for the 3 years is the same and the learning outcome is the same "discuss the role of the nurse and the principles of caring for the client, in the specialist nursing client group settings" Curr 1, p 34, 50, 51, 65, 66	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Site visit report p 7 Curriculum p 7	Documentary analysis	Nurse tutors are course leaders - 3 core themes underpin the framework of the curriculum - Concepts articulated include valuing the person, caring, rights of the individual, optimal health orientation, choice, knowledge and skill There is recognition of frailty and illness as well as primary care - Research is intertwined throughout the programme content	Full compliance although no theorist is attributed to the course core thematic structure
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team Students are central to curriculum evaluation*	Curriculum p 13,16 Site visit report p 7	Documentary analysis	Curriculum development team comprises all key stakeholders according to site visit team but evidence from the curriculum suggests it comprises only teaching staff Students are central to evaluation and on the course management team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development and sequencing - The curriculum is dynamic, flexible and responsive*	Curriculum p 5, 15, 17 Site visit report p 7	Documentary analysis	Curriculum purports to be “dynamic and flexible enough to facilitate change in nurse education, nursing practice and health care delivery” in that it “involves critical appraisal of the school situation” is systematically developmental in approach - Sequencing of theory and clinical evident in plan	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 8, 29-84 Site visit report p 7	Documentary analysis	Lectures, tutorials, seminars, interactive discussion, group work, simulation, computer-assisted learning, reflective practice exercises, protected study time, study guides, supervised practice, clinical teaching, clinical laboratories, demonstrations, problem-solving scenarios, case studies, role play, presentations and nursing care conferences comprise the range of strategies employed	Full compliance
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 29-84 Site visit report p 7	Documentary analysis	Discussion group, tutorial, reflective writing, lecture and role modelling appear the most favoured strategies identified from the individual units of learning from the curriculum however only the nursing units attribute strategies with the other strategies employed less frequently Some strategies not	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				utilised in the units as seen Lectures (n=6), Tutorials (N=7), Seminars (n=4), interactive discussion (n=7), group work (n=4), simulation, computer-assisted learning, reflective practice exercises (n=7), protected study time, study guides, supervised practice, clinical teaching, clinical laboratories, demonstrations (n=5), problem-solving scenarios, care plans (n=4), case studies (n=1), role modelling (n=6), presentations case conferences (n=1), Workshop (n=3), Team meetings (n=1), Practicals (n=1) Lab Work (n=2), Experiential learning (n=2), Nursing care conference	
3 2 2 8 Does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	<p>Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing</p> <p>- Reflection is built into the theoretical and clinical</p>	Curriculum p 6, p 10	Documentary analysis	<p>The 6 learning outcomes of the programme and the 3 aims of the clinical placement state concepts are part of the overall and individual unit learning outcomes of the programme</p> <p>- Reflection is identified throughout the programme as a teaching/learning strategy see 3 2 1 7</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	components of the programme*				
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Curriculum design ensures clinical and theoretical learning measured - Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)	Curriculum p 10, 11	Documentary analysis	Curriculum states “learning outcomes of the programme will be fully integrated into the assessment strategy at all levels and will include assessments such as examinations, essays, clinical projects, clinical skills, laboratory techniques, literature review, critiquing research, reflective practice, clinical assessments	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	Internal quality assurance mechanism in place	Curriculum p 12, Site visit report p 7	Documentary analysis	Internal quality assurance is in place through evaluation, course management team and curriculum development team Site visit reports “within the hospital evidence offered of extensive evaluation and audit in relation to aspects of practice and the clinical learning environment ”	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.2.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange in situ	No evidence found	Documentary analysis		No evidence
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p.1 Site visit report p.4x6 p.8x6 p.11	Documentary analysis	Cursory reference to the approved practice placement is mentioned as a named institution in the curriculum - Two large general hospitals associated with the HEI - Specialist placements in established approved hospitals (midwifery, children's, psychiatric) - Additional placements occur in sites that were visited by the ABA team to be approved - Roper Logan Tierney model of nursing care in 3 sites and, Nottingham model in one site 2 sites don't identify the name of model used - Learning is viewed as a continuous process for which	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				responsibility is shared	
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Curriculum p 10 Site visit report p 11, 5, 10	Documentary analysis	Clinical audit tool requires each clinical area to identify learning opportunities for the student and provide a range of learning tools to assist the student achieve their potential in a supported manner	Full compliance
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported on the site - Philosophy of education	Curriculum p 4, 15 Site visit report p 11	Documentary analysis	Programme plan identifies areas of clinical learning Specialist placements can occur throughout the programme and do not appear according to the curriculum to be organised to match theoretical input for all students see sub question 3 2 1 1 - "Learning is oriented toward clinical practice, professional development and personal growth Adult education philosophy underpins the educational process and structure "	Partial compliant
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 15	Documentary analysis	Week 15	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives	Systematic methods of nursing care	Site visit report p 11, 5, 10, 10, 9, 8	Documentary analysis	Objectives available in each clinical area visited by team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	evident Clear objectives in each clinical area				
3.2.3.6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to learning resources and expected outcomes	Site visit report p.12	Documentary analysis	Students reported knowing of the learning outcomes	Full compliance
3.2.3.7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p.12	Documentary analysis	Students identified CPC as good support - Number of CPC's not captured by reports	Full compliance
3.2.3.8 Is the supernumerary status of the student is explicit (See Appendix I) ?	Students not rostered while supernumerary	Site visit report p.12, 6, 11	Documentary analysis	Reported by students "feel that the clinical staff prioritise the learning needs of students nurses during placements" (p.12) embrace the concept "took time to adjust initially" with supernumerary status in one hospital (p.11)	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.3.9 Does clinical practice include experience of the 24-hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p.12	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - Ratio can however be 2 students to 1 R.G.N. when student cohorts overlap. - Students report satisfaction with clinical support they receive. No evidence collected regarding 24 hour shift	Partial compliance
3.2.4.1 Are assessments strategically planned and do they function to: <ul style="list-style-type: none"> Provide feedback on student progress Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum p. 10, 11, 12 Site visit report p. 10	Documentary analysis	Assessments occur after each term - Progression criteria explicit - "Students normally required to have completed the theoretical and clinical assessments in each stage of the course prior to progressing to next stage" p.12 - Early provisional feedback reported using a structured pro-forma.	Partial compliance
3.2.4.2 Are assessments, including final assessment, based on a variety of strategies that are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Curriculum p. 11 Site visit report p.10	Documentary analysis	The degree/registration programme over the four years outlines 6 examinations and 4 assignments, 1 literature review including critical analysis of practice issues supported by reflective journal and four points of clinical competencies assessment the	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				details of which are outlined	
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes -type and variety of assessment strategies	Curriculum p 10, 11, 20, 22 Site visit report p 10	Documentary analysis of extern examiner report and site visit report	Assessment strategies include examinations, essays, clinical projects, clinical skills laboratory techniques, literature reviews, critiquing research, reflective practice, clinical assessments - Knowledge, psychomotor skills and competencies assessed	Full compliance
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 10	Documentary analysis	Extern supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student are recorded?	Progressive grading criteria utilised -pass rate	Site visit report 10 Curriculum p 12, 22	Documentary analysis	No evidence	Unknown
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 12 Site visit report p 10	Documentary analysis	Curriculum refers to details in the course handbook - Copy of the marks and standards seen by the site visit team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.4.7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Site visit report p.10	Documentary analysis	No compensation reported and reference is made to the marks and standards	Full compliance
3.2.4.8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p.10	Documentary analysis	Student record is maintained by the HEI with input from the health care institution	Full compliance
3.2.4.9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Curriculum p.10	Documentary analysis	Eligibility for registration is confirmed within the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.5.1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p.10	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3.2.5.2 Is the role of the external examiner explicit and does it function to: <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes; • Ensure the assessment strategies for theory and practice are reliable and equitable; • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the H.E.I - Extern examiner reports	Site visit report p.10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

3 2 5 3	<p>Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes - CV's of the externs</p>	<p>Site visit report p 10, 13</p>
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Documentary analysis	Site visit reports evidence supplied to the team ABA request the CV's of externs are forwarded to them as part of Annual Report	Full compliance
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College ID No 2

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 56-63, 80-161	Documentary analysis (quantitative) descriptive statistics	Theory = 900 contact hrs 1230 effort hrs 2130 total hrs Clinical = 2709 hrs Total 4839 hours See sheet 2	Full compliance with the standard although the contact hours should be noted Contact theory is stated not to exceed 50 hours per module, which has an estimate of 100 hours in total per module (p 59) There are 22 modules
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p 46-49 Site visit report p 5	Documentary analysis	A course committee representative of all stakeholders have "an operational remit for the programme " The programme board has an overall remit of programme development and monitoring quality	Full compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the	Individual student record of achievements	Curriculum p 34 Site visit report p 5	Observation (qualitative) - Documentary analysis (quantitative)	Individual student record maintained	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
conferment of professional and academic awards?					
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance	Curriculum p 34 Site visit report p 5 Self-audit p 3	Documentary analysis	Clinical placements well monitored Individual lecturers monitor attendance reported to site visit team	Full compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum p 46-47 Site visit report p 5	Documentary analysis	Programme Board meets to co-ordinate and manage the programme	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Curriculum 46-47 Site visit report p 5	Documentary analysis	Programme Board in situ	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the extern examiner are articulated	Curriculum p 51 Site visit report p 12	Documentary analysis	University criteria in place	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 5	Documentary analysis (quantitative)	CV's of staff requested by ABA - Specialist teachers to programme identified at site visit - 16 WTE nurse tutor staff	Partial compliance
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal	Tutor to student ratio - CV's of tutors - PIN numbers of	Site visit report p 5 Self-audit p 4	Documentary analysis	Ratio 1 15 tutor to student ratio - CV's of staff requested by	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
Tutors) 1:15?	tutors			ABA	
3.2.1.10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report	Documentary analysis	CV's of staff requested by ABA - 1 acting tutor reported to the site visit team	Unknown
3.2.1.11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	Site visit report p.5 Self-audit p.4	Documentary analysis	Experienced tutors are course co-ordinators	Full compliance
3.2.1.12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Self-audit report p. 5	Documentary analysis	Nurse tutors liaise with students while on clinical placement	Partial compliance
3.2.1.13 Is a mechanism for staff development which prepares staff to deliver the educational	Type of mechanism for assuring continued	Self-audit p.5	Documentary analysis	Commitment to staff development acknowledged but mechanism not reported	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	competence of staff - Staff development plan - Conference budget - Research activity				
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence		Data not collected	Unknown
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Curriculum p 28-29 Site visit report p 6	Documentary analysis - Site visit report (observation and interviews)	12 mam computer labs With total 360 personal computers - Some shared teaching with other nursing programmes offered by the college - Good IT links between HEI and the main hospital sites - Good audio-visual facilities - Full extensive list of nursing journals and databases in library - Over 5000 nursing texts in library - Over 1750 seating spaces in library	Partial compliance
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before	Enrolment demographics - exiting criteria - attrition numbers	Curriculum p 53-54 Annual report 2003	Document analysis	Entry criteria explicit - Exit interview and form filling outlined in curriculum - 3 students left programme in 2003	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
completion explicit?					
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - policy on interruption - deferral numbers	Curriculum p 26 Annual report 2003	Documentary analysis	Interruption policy in place	Full compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Curriculum p 34-35 Annual report 2003	Documentary analysis	Transfer policy most explicit	Full compliance
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p 26-28 Site visit report p 6	Documentary analysis	College counselling services, student health services, child care facilities, chaplains and campus ministry, personal tutor system, staff-student forum form student supports	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA	Partial compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included in ABA	Curriculum appendix 3 p 90-91, 97-101, 107-108	Documentary analysis	Programme meets ABA and EU input requirements in year 2 and 3	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	2000 p 22				
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 - A sound theoretical basis to the curriculum is articulated*	Curriculum p 18, 56 Self-audit report p 7	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The self-audit identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) - Curriculum is based on "Beatties fourfold model of curriculum design" with Roach's '5C's' of caring identified as "core skills which facilitate the delivery of systematic individualised nursing care"	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Site visit report p 7 Curriculum p 16-17 appendix 7	Documentary analysis	Nurse tutors are course leaders and a diagrammatic representation of the planning and development of the programme is contained in the curriculum - Selection of programme content has been guided by professional nursing knowledge based on principles identified by the development group	Full compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing	Inclusive curriculum development team - Students are central to curriculum	Curriculum p 16-17, 43, appendix 8 & 9 Site visit report p 8	Documentary analysis	Curriculum development team comprises clinical, management and education expertise	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
education and practice?	evaluation*			Evaluation tool included in the curriculum and “is part of becoming a learning organisation” Students, staff and extern examiner evaluate programme	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development - The curriculum is dynamic, flexible and responsive*	Curriculum p 18-19 Site visit report p 8	Documentary analysis	Principles guiding programme design include “the centrality of practice should be made explicit in module outlines themes should be developed and built on throughout the programme ” Module outline descriptors demonstrate themes are coherent, logically sequenced and facilitate the integration of theory and practice The site visit reports “change in practice influences curricular development and review ”	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 45, 68-161 Site visit report p 8	Documentary analysis	Types of strategies “chosen to develop students’ deeper understanding rather than focusing on recall alone to develop students’ problem solving and analytical skills ” Strategies include reflective practice, negotiated learning contracts, experiential learning includes role play, debating, student presentations, clinical laboratories, demonstrations Lectures were cited 29 times as a strategy, small group	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				work 14 times, seminars 12 times, interactive discussion 9 times, experiential activities 10 times, with other strategies cited less than 5 times each: protected study time, study guides, supervised practice, clinical teaching and case studies "congruent on the subject matter."	
3.2.2.7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p.68-161 Site visit report p.8	Documentary analysis	"A variety of teaching strategies are employed in the programme. They are congruent with the subject matter. An outline of the teaching strategies used is made explicit in all nursing units" although a comprehensive idea of the utilisation of the most used strategies for each unit of study is not possible to identify.	Full compliance
3.2.2.8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with these aims of: critical analysis; problem solving; decision making; reflective skills and the art and science of nursing - Reflection is built into the theoretical and clinical	Curriculum p. 64, 68-101, 164 Self-audit report p.7 Site visit report p.8	Documentary analysis	The self audit states "content and assessment strategies... will assist them to problem solve in a variety of contexts, select information appropriate to their practice, and use pertinent research findings." - The 3 concepts are part of the overall (p.64) and individual unit learning outcomes and assessment strategies of the programme.	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	components of the programme*			- Reflection is “incorporated into various units of the programme CPC’s and Nurse Tutors assist students reflect on their experiences during clinical placement ” A discreet section of the curriculum is devoted to reflective practice (p 164)	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Clinical and theoretical learning measured - Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet x)	Curriculum p 168-170, Clinical assessment document (separate document)	Documentary analysis	Clinical and theoretical learning are assessed to match the learning outcomes of ABA and the HEI - Comprehensive competency assessment	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms 	Internal quality assurance mechanism in place	Curriculum appendix 8 & 9 Self-audit report p 8 Site visit report p 8	Documentary analysis	Internal quality assurance is in place through evaluation, course management team and curriculum development team Clinical audit tool being developed and piloted will be forwarded to ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
for educational and clinical audit					
3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange	Self-audit report p 8, 124-141	Documentary analysis	“Students complete one elective module in year 3 semester 1 which may provide opportunity for travel Criteria and mechanisms will be considered on an individual basis” electives are literature or community based with one entitled 'nursing in developing worlds'	Partial compliance
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p 23 Self-audit report p 8 Site visit report p 7, 9	Documentary analysis	Two large general hospitals associated with the HEI - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited by the ABA team - Philosophy of nursing addresses concepts of “caring, dignity, health orientation, the person as an individual ” - Roper, Logan, Tierney model of nursing care in both institutions	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.3.2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Curriculum appendix 14 Self-audit report p.9 Site visit report p.8, 9	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met. -“Practice placements will provide students with the required experience and number of hours stipulated by ABA” - Clinical audit tool requested by ABA	Partial compliance
3.2.3.3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported on the site - Philosophy of education	Curriculum p.35-36, 57, 163-164 Self-audit report p. 9 Site visit report p.7	Documentary analysis	Curriculum outlines a philosophy and plan whereby placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice. - Development of a “competent, caring, confident adult based on a reflective approach to learning”	Full compliance
3.2.3.4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Self-audit report p.9 Curriculum p.57	Documentary analysis	Year 1, semester 2 weeks 3-7 -“students also visit clinical area for four hours year 1 semester 1”	Full compliance
3.2.3.5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as	Clear objectives in each clinical area - Systematic methods of nursing care evident	Self-audit report p.9 Curriculum p.163-164 Site visit report p.9, 15	Documentary analysis	Objectives available in each clinical area visited by team. Aim of nursing care is “to provide individualised holistic care to patients in a safe, friendly environment. The staff endeavours “to provide	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
necessary?				evidence-based care while maintaining the patients' privacy and dignity. Provision of care also includes the family..." - Primary method for delivery of nursing care is Primary Nursing	
3.2.3.6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p.15, 9	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers. All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor. Students reported knowing of the learning outcomes	Full compliance
3.2.3.7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p.9	Documentary analysis	Students identified CPC as good support - 7 CPC's associated with two main clinical sites - Link tutor also available	Full compliance
3.2.3.8 Is the supernumerary status of the student is explicit (see Appendix 1)?	Students not rostered while supernumerary	Site visit report p.15	Documentary analysis	Reported that staff have embraced the concept of supernumerary status	Full compliance
3.2.3.9 Does clinical practice include	Students allocated to	Site visit report p.15	Documentary analysis	Students report they are	Partial

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	staff nurse when on rostered duty and rostered to evening and night duty			assigned to a registered nurse shift by shift - Ratio can however be 6/7 students to 4 RGN's when student cohorts overlap - Students report satisfaction with clinical support they receive - No evidence collected regarding 24 hour shift	compliance
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum appendix 11, 12 and 15 Site visit reports p12 Self audit report p10	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p12 Self audit report p11 Curriculum appendix 15	Documentary analysis	Each theoretical unit is assessed using various strategies The degree/ registration programme outlines 15 exams and 23 course work assessments There are four points of clinical competencies assessment and weighting and details of which are outlined	Partial compliance

3.2.4.2	Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p.168-170 & appendix 15 Site visit report p. 12	Documentary analysis	Assessment strategies include examinations and course work without further details - Knowledge, psychomotor skills and competencies assessed. - Comprehensive competency assessment in place “Work continues in this area and it was agreed that there is scope for improvement.”	Partial compliance
3.2.4.3	Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p.12 Self-audit p.11	Documentary analysis	Reported that Extern supports the assessment strategy -“Validity and reliability of the assessment tools will be evaluated as the programme progresses”	Full compliance

3.2.4.4	Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised Pass rate	Curriculum appendix 11 & 15 Self-audit report p.11	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook	
3.2.4.5	Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum appendix 5 Site visit report p.12	Documentary analysis	Copy of the marks and standards in curriculum and also seen by the site visit team - Procedures for the discussion, checking and appeal of examination results most clear	Full compliance
3.2.4.6	Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum appendix 15	Documentary analysis	No compensation reported	Full compliance
3.2.4.7	Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p. 5	Documentary analysis	Student record is maintained by the HEI with input from the health care institution	Full compliance

3 2 4 8	Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 5 Curriculum appendix 15 Self-audit p 12	Documentary analysis	Eligibility for registration is confirmed within the curriculum - Assessment records are kept in the examinations office	Full compliance
3 2 5 1	Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiners	Site visit report p 12	Documentary analysis	Site visit reports evidence was supplied to the team that there are procedures and these are adhered to - CV's requested by ABA	Partial compliance
3 2 5 2	Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI - Extern examiner reports	Curriculum appendix 13 Site visit report p 12	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

3 2 5 3	<p>Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are R G N 's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes - CV's of the externs</p>	Site visit report p 12
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Documentary analysis	Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them	Full compliance
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College ID No 3

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 56-63, 80-161	Documentary analysis (quantitative) descriptive statistics	Theory = 900 contact hrs 1200 effort hrs 2100 total hrs Clinical = 2709 hrs Total 4809 hours See sheet 3	Full compliance with the standard although the contact hours should be noted
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p 47-49, appendix 1 & 6 Site visit report p 5	Documentary analysis (qualitative and quantitative)	Course committee and Programme Board in situ - Terms of reference of programme board includes "consider and recommend to Faculties new programmes and changes to existing programmes following recommendation as appropriate from Course Committee"	Full compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Self-audit report p 3 Site visit report p 3	Documentary analysis	Individual student record maintained in the Department of Nursing Admissions and Examination office maintain computerised record of student registration and examination results	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance	Self-audit report p 3 Site visit report p 3	Documentary analysis (quantitative) - Observation	Clinical placements well monitored - "College record attendance twice daily"	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum p 16-17, appendix 1 & 7 Site visit report	Documentary analysis	Programme Board meets to co-ordinate and manage the programme "membership emphasises partnership between the key stakeholders in the college and the health care institution "	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Curriculum p 16-17 & appendix 1	Documentary analysis	Programme Board in situ and a curriculum steering group, assessment of practice group, communication group and a resource group which include key stakeholders	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the extern examiner are articulated	Curriculum appendix 13 & p 48-49	Documentary analysis	University criteria in place	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 3	Documentary analysis (quantitative)	CV's of staff requested by ABA - Specialist teachers to programme identified at site visit - 8 WTE nurse tutor staff - 3 non -RNT's	Partial compliance
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1 15?	Tutor to student ratio - CV's of tutors - PIN numbers of tutors	Site visit report p 3	Documentary analysis	Ratio 1 15 tutor to student ratio - CV's of staff requested by ABA	Partial compliance
3 2 1 10 Are the nursing/midwifery tutors without a teaching	Credentials of nurse teaching staff-CV's of	Site visit report p 3	Site visit report	CV's of staff requested by ABA	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	nurses - PIN numbers of nurses - Further educational development plan of staff			- 3 acting tutors reported to the site visit team	
3.2.1.11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	- Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	Site visit report p.3 Self-audit report p.4	Documentary analysis	Experienced tutors are course co-ordinators "all modules addressing nursing theory/practice content will be led and taught by appropriately qualified registered nurses/midwives."	Full compliance
3.2.1.12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links - Practice level agreements memorandum of understanding	Site visit report p.4 Self-audit report p.5	Documentary analysis	Nurse tutors acknowledged they could strengthen links with the clinical area but current time constraints and necessary prioritisation of workload limit this.	Partial compliance
3.2.1.13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p.6 Self-audit report p.5	Documentary analysis	Commitment to staff development acknowledged but mechanism not developed -"nurse lecturers will liaise with students while on clinical placements"	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
and credibility identified?					
3.2.1.14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	Self-audit report p.5	Documentary analysis	Commitment to the sub-standard acknowledged but no evidence reported	Unknown
3.2.1.15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p. 4 Curriculum p. 30-32	Documentary analysis	Computer labs. Are available to students on a ratio of 1 computer to every 5 students. - Good IT links in the HEI and between HEI and the main hospital site - Good audio-visual facilities - Limited list of 12 nursing journals in the library and a total of 50 related to health care - Over 13000 texts in library with core nursing texts	Partial compliance
3.2.1.16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p. 37, 52-54 Annual report 2002, 2003	Document analysis (quantitative and qualitative)	Entry criteria explicit - Exit interview and form filling outlined in curriculum - 7 students left in 2002 and 3 left in 2003	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Curriculum p 34 Annual report 2002, 2003	Documentary analysis	Interruption policy in place	Full compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Curriculum p 34-36 Annual report 2002, 2003	Documentary analysis	Transfer policy most explicit and comprehensive - Each application looked at on an individual basis	Full compliance
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available - Student booklet	Curriculum p 30-31	Documentary analysis	College counselling services, sport and recreation, student health services, chaplains and campus ministry, personal tutor system, staff-student forum forms student supports - Student booklet outlines all services	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included ABA 2000 p 22	Curriculum p 56-57	Documentary analysis	Programme meets ABA and EU input requirements - Specialist placements experienced between year 2 and year 3 - Theoretical preparation occurs in modules of these years	Full compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 - A sound theoretical basis to the curriculum is articulated *	Curriculum p 40-42 Self-audit report p 6	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The self-audit identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) - An eclectic approach to curriculum development has been adopted, informed by the post-technocratic model of French and Cross	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Site visit report p 5 Curriculum p 42-45	Documentary analysis	Nurse tutors are course leaders - Selection of programme content has not been attributed to a particular nurse theorist - "Philosophy based on holism, individualism, person-centred, caring, and wellness oriented philosophy of nursing that is rationalised and based on evidence "	Full compliance
3 2 2 4 Does the curriculum development team comprise representative members of key	Inclusive curriculum development team - Students are central to	Curriculum appendix 1 Site visit report 5	Documentary analysis	Curriculum development team comprises clinical, management and education	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
stakeholders in nursing education and practice?	curriculum evaluation			expertise - Students not formally involved in curriculum evaluation but do have an informal involvement - ABA recommend this is prioritised	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development - The curriculum is dynamic, flexible and responsive*	Curriculum p 56-63, 163-164 Site visit report 5	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice -“Considered responsive and flexible because it is practice driven ”	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 45, 68-101, 164-165 Site visit report p 5 Self-audit report p 7	Documentary analysis	Reflection is a key learning strategy employed in the programme ” Strategies include reflective practice, negotiated learning contracts, experiential learning includes role play, debating, student presentations, clinical laboratories, demonstrations Lectures were the most cited strategy (n=29), seminars (n=12), interactive discussion (n=9), group work (n=14), protected study time, study guides, supervised practice, clinical teaching and case studies “congruent on the	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				subject matter	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 45, 68-101, 164-165 Site visit report p 5	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently	Full compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing	Curriculum p 64, 68-101,	Documentary analysis	The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme	Full compliance
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Clinical and theoretical learning measured - Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet x)	Curriculum p 168-170, appendix 16 outlines clinical assessment	Documentary analysis	Clinical and theoretical learning are assessed according to a plan - Competency assessment outlined in detail to reflect ABA e-learning	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the	Internal quality assurance mechanism in place	Curriculum p 48 Self-audit report p 8 Site visit report p 5	Documentary analysis	Internal quality assurance is in place through course management team and curriculum development team Informal evaluation exists Clinical audit tool to be forwarded to ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
application of research findings, <ul style="list-style-type: none"> • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 					
3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange in situ	Self-audit report p 8	Documentary analysis	HEI has provision for elective placement "Criteria and mechanisms for exchange will be considered on an individual basis "	Partial compliance
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p 22-24, 42-44 Site visit report p 5	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited - Teaching team's beliefs	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				about nursing include facilitation, caring, accountability, teamwork and collaboration and knowledgeable and clinically competent	
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 5	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met - Clinical audit tool requested by ABA	Partial compliance
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported in the site - Philosophy of education	Curriculum p 56-63, 163-165 Site visit report p 5	Documentary analysis	Curriculum outlines a philosophy and plan whereby placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice - "Placement in the practice setting is considered central to this examination as the practice setting provides students with the opportunity to test out theory in the reality of practice"	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational	Clinical exposure occurs in the first semester	Curriculum p 57 Self-audit report p 9	Documentary analysis	Year 1 Semester 1 four hours Year 1 semester 2 week 3-7	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
programme?					
3.2.3.5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Clear objectives in each clinical area	Curriculum p.163-165 Site visit report p.5 Self-audit report p.9	Documentary analysis	Objectives available in each clinical area visited by team -“learning outcomes are available in each clinical area to promote and support student learning during placement.”	Full compliance
3.2.3.6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p.5 Self-audit report p.9-10	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers. All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor. Students reported knowing of the learning outcomes	Full compliance
3.2.3.7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Self-audit report p.1 Site visit report p.6	Documentary analysis	Students identified CPC as good support - Number of CPC's not identified -“Each clinical placement setting has a named clinical placement coordinator.”	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 6&9	Documentary analysis Interview with students	Reported that familiarisation with the concept of supernumerary status took some time Efforts to facilitate an awareness of the concept had taken place, however, the site visit team were told of "a difficulty" in some areas of the hospital	Partial compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 9	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - Students report satisfaction with clinical support they receive	Partial compliance
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments Progression criteria	Curriculum appendix 11 & 12 & 15 Self-audit report p 10 Site visit report p 6	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p 6 Curriculum p 50-51, 168-170, appendix 11 Self-audit report p 10	Documentary analysis	The degree/ registration programme outlines 15 examinations and 23 course work assessments Four points of clinical competencies assessment the details of which are outlined The weightings are outlined between coursework and examination	Partial compliance
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p 68-161 Site visit report p 6	Documentary analysis	Assessment strategies include examinations, essays, clinical projects, clinical skills laboratory techniques, literature reviews, critiquing research, reflective practice, clinical assessments - Knowledge, psychomotor skills and competencies assessed - Comprehensive competency assessment in place	Full compliance
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 7	Documentary analysis	Extern supports the assessment strategy -“External examiner commends the college for the reliability of its marking and its use of inter-rater reliability marking ”	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a	Progressive grading criteria utilised	Curriculum p 50 appendix 11	Documentary analysis	Grading criteria included in curriculum and provided to	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	- Pass rate	Self-audit report p.11		students in handbook	
3.2.4.6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p.50 appendix 15 & 5 Site visit report p.6	Documentary analysis	Copy of the marks and standards in curriculum and also seen by the site visit team - Students given copy in handbook - Details of the criteria for compensation, continuation and supplemental examinations. The procedures for discussion, checking and appeal of examination results are explicit.	Full compliance
3.2.4.7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum appendix 15 Site visit report p.6	Documentary analysis	No compensation reported	Full compliance
3.2.4.8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in	Individual student record captures the student achievements for registration purposes	Site visit report p.6 Self-audit report p.12	Documentary analysis	Student record is maintained by the HEI with input from the health care institution - Examinations office keeps records of theoretical and practice assessments.	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
clinical and theoretical components and is eligible for registration?					
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 6 Curriculum appendix 15 Self-audit report p 12	Documentary analysis	Eligibility for registration is confirmed within the curriculum based on ABA requirements	Full compliance
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p 7	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Curriculum appendix 13 Site visit report p 7	Documentary analysis	Site visit reports evidence supplied to the team - Criteria outlined in curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3.2.5.3 Do the criteria for selecting external examiners for nursing studies require they:</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined; • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined; • Have experience in examining and assessing registration students; • Have experience in the development, management, delivery and evaluation of registration programmes; • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined. 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p.7</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team and current extern meets the criteria</p> <p>- ABA requested CV's be forwarded to them</p>	<p>Full compliance</p>

College ID No. 4

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.1.1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p.8, 16, 20-118 Site visit report p.2	Documentary analysis (quantitative) descriptive statistics	Theory = 1950 contact hrs. 4000 effort hrs. 5950 total hrs. Clinical = 3008 hrs. Total: 8958 hours See sheet 4	Full compliance with the standard although the contact hours and effort hours should be noted. This programme as presented requires the student in the 148 weeks to devote 60.5 hours a week, between contact and effort, to the programme. - There is a discrepancy from the sheet p.8 (450 hours) and 3 rd year p.22 & 72 & 72-89 (360 hours taught)
3.2.1.2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p.7, 17, 18 Site visit report p.2	Documentary analysis (qualitative and quantitative)	A national approach to curriculum development was adopted in the development of this curriculum (6 sites). - Course committee reported by site visit team with "representation from college, nurse education, management and clinical staff."	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				<ul style="list-style-type: none"> - "Agreement to an major amendments will be obtained from (accrediting body) " - "Every year the institute undertakes a review of its courses" 	
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 2	Documentary analysis (quantitative)	Database kept by the institute of individual student record <ul style="list-style-type: none"> - "All documentation is returned to the Allocations Officer " 	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 2	Documentary analysis	Clinical placements well monitored by CPC's Individual lecturers monitor attendance at each lecture reported to site visit team <ul style="list-style-type: none"> - "Mechanism for recording student attendance was explicit in the student handbook " 	Full compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 2	Documentary analysis	Course Committee meets to co-ordinate and manage the programme <ul style="list-style-type: none"> - "Structure, terms of reference and membership were evident " 	Full compliance
3 2 1 6 Is there a third level institution and health care	Evidence of nurse education	Site visit report p 2	Documentary analysis	Course committee in situ <ul style="list-style-type: none"> - "Representation from 	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
institution nurse education committee, which includes representatives of the key stakeholders?	committee which includes key stakeholders			college, nurse education, management and clinical staff.”	
3.2.1.7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p.6	Documentary analysis	HETAC criteria in place	Full compliance
3.2.1.8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p.2	Documentary analysis (quantitative)	CV's of staff requested by ABA. - Specialist teachers to programme identified at site visit - 8 WTE lecturing staff - 2 RNT's - 1 head of Department	Partial compliance
3.2.1.9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio-CV's of tutors - PIN numbers of tutors	Site visit report p.2	Documentary analysis	Ratio 1:15 tutor to student ratio not achieved - CV's of staff seen by ABA on site visit	Non compliant
3.2.1.10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p.2	Documentary analysis	2 of the lecturing staff are at lecturer grade while 6 are at Assistant Lecturer grade - Only 2 of the lecturing staff are RNT's	Non compliant

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
division of the register maintained by An Bord Altranais?					
3.2.1.11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	No evidence collected	Documentary analysis	Unknown	Unknown
3.2.1.12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p.4	Documentary analysis	Nurse lecturers/tutors responsible for delivering the theoretical component of the programme do not have involvement in or contact with clinical areas	Non compliant
3.2.1.13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p.2	Documentary analysis	Lecturers have a research remit	Partial compliance
3.2.1.14 Do the third level institution and health care institution provide administrative and clerical	Number of administrative and clerical support personnel	No evidence found		Data not collected	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
support for all educational activity?					
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p 2-3	Documentary analysis	One of the most significant deficits in the library is the inadequate number of reading stations which was "based on projected enrolments conducted in 1991" - "An electronic database is available to students" - "The hard copy of professional nursing journals on display (or stored) was extremely limited The stock of nursing texts was inadequate to meet the needs of students A major investment in the nursing component of the library is required as a matter of urgency if the pre-registration students are to acquire the appropriate skills to enable them deliver evidenced based care to patients/clients " -new building for nursing being constructed	Partial compliance
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p 9 Annual report 2002, 2003	Document analysis	Students will comply with entry requirements of ABA and the CAO - 4 students left in 2002 and	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?				5 left in 2003	
3.2.1.17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Site visit report p.6 Annual report 2002, 2003	Documentary analysis	The students reported they were “unsure of the criteria if students missed time on placement due to illness or unforeseen circumstances.”	Unknown compliance
3.2.1.18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Curriculum Annual report	Documentary analysis	Transfer policy not reported	Unknown compliance
3.2.1.19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p.11 Site visit report p. 2	Documentary analysis	College counselling services, student health services, chaplains and campus sport facilities - Studies advisors provided with both an academic and pastoral responsibility	Full compliance
3.2.1.20 Do the third level institution and health care institution provide an annual report on the	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
educational programmes including the external examiner's report to An Bord Altranais?					
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 55-58, 67, 80, 90-92, 115-116 Site visit report p 8 & 9	Documentary analysis	Programme meets ABA and EU input requirements - "Experience a holistic approach to care for patients/clients experiencing a range of medical/surgical problems" - "Emphasis is placed on the provision of the most appropriate care and in particular on primary health care" - 2 nd year main theoretical specialist areas in 3 rd year child care and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties	Partial compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 - A sound theoretical basis to	Curriculum p 5-7, 26-118	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme. The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	the curriculum is articulated*			(2000) "flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined."	
3.2.2.3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Curriculum p.5-7, 9 Site visit report p.2	Documentary analysis	Nurse tutors are course leaders - No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model. Core principles include a bio/psycho/social focus on the individual and the care delivered."	Partial compliance
3.2.2.4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation*	Curriculum p.7 Site visit report p.2, 4	Documentary analysis	Curriculum development team comprises clinical, management and education expertise -"Students have a role to play in the evaluation of the curriculum they would not appear to be central to that process."	Partial compliance
3.2.2.5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and	Congruence between the planned activities and the actual programme development -	Curriculum p.5-7 Site visit report p.3	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice. -curriculum is "grounded in	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
progressive development of subjects over the educational programme?	The curriculum is dynamic, flexible and responsive*			values and beliefs relating to the nature of four fundamental concepts: nursing, environment, person and health nursing is considered both an art and a science...the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities."	
3.2.2.6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p. 11 Site visit report p.6	Documentary analysis	Types of strategies include: Lectures, tutorials, seminars, clinical and interpersonal skills, reflective practice groups, use of case studies and simulations, small group work teaching, experiential learning, role play, reading. Reflection is a key learning strategy and each student is guaranteed 4 hours of reflective time per week in clinical practice. - Students stated they "spent many contact hours in the classroom and most of the theoretical component of the course was delivered by lecturers."	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 26 Site visit report p3,6	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently - The breakdown of strategies is not explicit in the curriculum - The curriculum is content driven with an over-reliance on lectures - Evidence within the timetable that there is some utilisation of tutorials and group work for certain subjects	Full compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing -reflection is built into the theoretical and clinical components of the programme*	Curriculum p 12, 1336, 37 Site visit report p 4	Documentary analysis	The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence - In year 1 “students are introduced to the concept of reflective practice in theory as a teaching strategy “group reflection” and content as “the nature of reflection, reflection and nursing, reflective journals	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				<p>and diaries ”</p> <p>- Students are “allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ”</p> <p>- “Students’ opportunity to reflect and engage in self-discovery is primarily confined to their time within clinical allocations ”</p>	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>	Curriculum p 9, 10, 12-16, appendix 1	Documentary analysis	<p>Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5 subject areas in each of the 4 years of the programme</p> <p>In addition to the identified written assignment and exam there is a written case study, research critique, literature review, research proposal</p> <p>Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <p>- The aim of the course “is to prepare a competent knowledgeable and accountable practitioner,</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system.” - The learning outcomes are those of ABA 2000 p.13	
<p>3.2.2.10 Have quality assurance indicators been identified and measured in relation to:</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses; • Research awareness and the application of research findings; • Evidence of continuing professional development of all practice staff; • Availability of mechanisms for student support, supervision and assessment; • Availability of mechanisms for educational and clinical audit. 	Internal quality assurance mechanism in place	Site visit report p. 3, 4	Documentary analysis	<p>Internal quality assurance is in place through evaluation, course management team and curriculum development team. Clinical audit tool was forwarded to ABA</p> <p>- CNE provides a four day teaching and assessing programme to prepare staff to support students in the clinical area. -“There is evidence of the support given to staff in the clinical areas to access further education.”</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.2.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange	No evidence found		No evidence	Unknown
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p. 44-46, 67-70, 90-92, 115-118. Site visit report p.4	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric) - Additional placements occur in other health Board sites that were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - "The nursing process is utilised with the Roper Logan and Tierney model of nursing care. Evidence of team nursing and the	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				utilisation of a triage system are evident.”	
3.2.3.2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p.9	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met. -Clinical audit tool requested by ABA	Partial compliance
3.2.3.3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Philosophy of education	Curriculum p.13, 44-46, 67-70, 90-92, 115-118. Site visit report p.9	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme. Placement in the practice setting is considered central to students’ examination of the relevance and applicability of content explored in class to practice. - Progressive development included in the expectations of each clinical placement opportunity.	Full compliance
3.2.3.4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p. 24 Site visit report p.4	Documentary analysis	Week 15	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.3.5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p.9	Documentary analysis	Objectives available in each clinical area visited by team - "CPC's are to be commended for their work in the creation and development of a quality learning environment for the students' practice placement experience."	Full compliance
3.2.3.6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p.9	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers. All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor. Students reported knowing of the learning outcomes	Full compliance
3.2.3.7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - student identify CPC's	Site visit report p.11	Documentary analysis	Students identified CPC as good support - Number of CPC's not identified - Students and staff were critical of the lack of nurse lecturer involvement in the clinical practice environment.	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.3.8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report .11	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident. -“Students complained that they had to complete two assignments while on placement. The students felt that their focus tended to be on the assignments rather than on them maximising all the learning opportunities available.”	Full compliance
3.2.3.9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p.10	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - 1:1 ratio - Students report satisfaction with clinical support they receive	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum appendix II p 12-16, 20-24	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p 6 Curriculum p 12-16, 20-24	Documentary analysis	The degree/ registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)	Partial compliance
3 2 4 3 Do the assessments measure the integration and application of theory to patient care	Congruence of the assessment philosophy with the	Curriculum p 12-16 Site visit report p 6	Documentary analysis	The choice of subject assessment methods and schedules are based upon a	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	learning outcomes - Type and variety of assessment strategies			number of factors including the hours and credit allocation for the subject and the nature of the subject area ” - Exams include multiple choice questions, short answer questions, essay questions,, critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work	
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 5	Documentary analysis	Extern supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p 15-16 - Site visit report p 5	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook -Pass mark practical 40% and project 60%	Full compliance
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme	Existence of assessment regulations	Curriculum p 13, 16 Site visit report p 5	Documentary analysis	Curriculum states “successful progression requires the student to be deemed clinically competent at each stage of the programme ”	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
explicit?					
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 20-23	Documentary analysis	No compensation reported	Full compliance
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p 2	Documentary analysis	Student record is maintained by Allocations Officer in the HEI with input from the health care institution	Full compliance
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 2 Curriculum p 16	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the H E I - CV's of the extern examiner	Site visit report p 6	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 6	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgements
<p>3.2.5.3 Do the criteria for selecting external examiners for nursing studies require they:</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined; • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined; • Have experience in examining and assessing registration students; • Have experience in the development, management, delivery and evaluation of registration programmes; • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined. 	<p>Nursing studies externs are R.G.N.'s with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p.6</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team</p> <p>- ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>

College ID No 5

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 12, 13, 31, 53-135	Documentary analysis (quantitative) descriptive statistics	Theory = 1085 contact hrs 982 effort hrs 2067 total hrs Clinical = 2669 hrs Total 4736 hours See sheet 5	Full compliance with the standard although the contact hours should be noted There is discrepancy between the hours as presented in the programme structure and content ad the hours attributed to each individual unit The hours for the units are presented here and are less than those calculated from p 12-13
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p 46 Site visit report p 3	Documentary analysis (qualitative and quantitative)	Professional Advisory Group exists to work in partnership with and provide advice on all relevant professional nursing and health service issues to the Head of the School" Programme Board in situ, Academic Council, staff / student liaison meetings and education and training committees in situ	Full compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records	Individual student record of achievements	Site visit report p 3	Documentary analysis	Admissions and Examination office maintain computerised	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
including records for the conferment of professional and academic awards?				record of student registration and examination results	
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance	Site visit report p 3 Curriculum p 31	Documentary analysis (quantitative)	Clinical placements well monitored and practice hours are measured to ensure each student has completed sufficient hours so that they may apply for registration on completion of the programme Individual student record maintained in the Department of Nursing In college record of attendance maintained during tutorials and laboratory sessions only	Partial compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum p 46-47 Site visit report p 3	Documentary analysis	Professional Advisory Group meets to co-ordinate and manage the programme -“The college provided a comprehensive overview of the partnership based structures that exist to facilitate the management of the programme”	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key	Evidence of nurse education committee which includes key stakeholders	Curriculum p 46-47	Documentary analysis	Professional Advisory Board in situ and a clinical learning support group which include key stakeholders	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
stakeholders?					
3.2.1.7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p.7	Documentary analysis	Site visit team report university criteria in place	Full compliance
3.2.1.8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p.3 Curriculum p.291-348 (whole school CV's)	Documentary analysis (quantitative)	CV's of staff included in curriculum. - Specialist teachers to programme identified at site visit - 10 WTE nurse tutor staff - 5 non-RNT's	Partial compliance
3.2.1.9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio - CV's of tutors - PIN numbers of tutors	Site visit report p.3	Documentary analysis	Ratio 1:15 tutor to student ratio	Full compliance
3.2.1.10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff-CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p.3	Site visit report	CV's of staff requested by ABA - 5 acting tutors reported to the site visit team	Unknown
3.2.1.11 Are nursing/midwifery subjects developed and	Credentials and expertise of nurse	Site visit report p.3	Documentary analysis	Experienced tutors are course co-ordinators.	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses			- PIN numbers of staff not reported	
3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links - Practice level agreements memorandum of understanding	Site visit report p 4	Documentary analysis	4 lecturers maintain clinical contracts for 2-4 days per month	Partial compliance
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 4	Documentary analysis	Commitment to staff development acknowledged through research and publication, - Link tutor role	Partial compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence		No evidence reported	Unknown
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual &	Amount and quality of teaching space - Class size - Amount and type of	Site visit report p 4	Documentary analysis	Computer labs are available to students - Good IT links in the HEI and between HEI and the	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library			main hospital site - Very good audio-visual facilities - 400 PC's with many diverse search facilities and full text options, - Mentoring suite, - 18 small groups for group study, - New purpose built school	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - attrition numbers	Curriculum p 11 Annual report 2002, 2003	Document analysis (quantitative and qualitative)	Entry criteria explicit Exit criteria not reported - 3 students left in 2002 and 4 in 2003	Partial compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Curriculum Annual report 2002, 2003	Documentary analysis	Policy not reported	No evidence
3 2 1 18 Do student transfer arrangements ensure that the	Congruence with ABA and EU requirements	Curriculum p 13 Annual report 2002,	Documentary analysis	Transfer policy based on ECTS system and allows	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
full requirements of the educational programme leading to registration will be completed?	- Transfer policy - Transfer numbers	2003		for "inter-institutional transfer for students within Ireland and abroad"	
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available - Student booklet	Site visit report p 4	Documentary analysis	College counselling services, excellent sport and recreation facilities, student health services, chaplains and campus ministry, personal tutor system, staff-student forum forms student supports - Student booklet outlines all services	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report 2002, 2003	Documentary analysis	Annual report sent to ABA	Full compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included ABA 2000 p 22	Curriculum p 18, 30, 31, 64, 74, 101, 115, 123, 125, 135,	Documentary analysis	Programme meets ABA and EU input requirements - Specialist placements experienced between year 2 and year 3 with paediatrics or community in year 4 - Theoretical preparation	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				occurs in modules of these years	
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 - A sound theoretical basis to the curriculum is articulated *	Curriculum p 5, 6, 19-22, 53-135	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) p 5 - An integrated curriculum design is attributed to the programme with no specific theorist identified	Partial compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Site visit report p 4, 5 Curriculum p 4-7	Documentary analysis	Nurse tutors are course leaders - Selection of programme content has not been attributed to a particular nurse theorist - An attributable philosophy is not articulated but the programme seeks to answer questions identified by participants of consultative meetings - Fundamental issues are addressed including compassion for people	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				who are vulnerable and/or disadvantaged, sensitivity to the experience and backgrounds of people in the care of nurses, the distinctive contribution that can be made by nurses in the pursuit of 'health gain', the personal and professional development of each individual student, research, knowledge and nursing practice "	
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation	Curriculum p 46 Site visit report p 6	Documentary analysis	Curriculum development team comprises clinical, management and education expertise - Students formally involved in curriculum evaluation through the office of the registrar which is associated with audit in the college and opposed to formal evaluation to create change in the programme	Partial compliance "
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of	Congruence between the planned activities and the actual programme development -the curriculum is dynamic, flexible and	Curriculum p 18-22, 25-26 - Site visit report p 6	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice and is developmental - Considered responsive	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
subjects over the educational programme?	responsive*			and flexible because “the curricula are designed to be responsive to health care need.”	
3.2.2.6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Site visit report p.6	Documentary analysis	Within the college there is a reliance on lectures, demonstrations and tutorials. The variety ranges from structured to unstructured, teacher to student-centred and includes computer assisted learning.” - Strategies not included	Partial compliance
3.2.2.7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p.8 Site visit report p.6	Documentary analysis	The aims of the programme infer a wide range of approaches but no evidence could be found to support a finding - There is a reliance on lectures, demonstrations and tutorials. The variety ranges from structured to unstructured, teacher to student-centred and includes computer assisted learning.”	Partial compliance
3.2.2.8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of: critical analysis; problem solving; decision making; reflective skills	Curriculum p. 8-9,	Documentary analysis	The concepts are articulated as part of the overall aim and learning objectives and individual unit learning outcomes and assessment strategies of the programme e.g.	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	and the art and science of nursing			“adopt a reflective, problem-solving approach that ensures that the ethical dimension of nursing care is recognised and respected	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Clinical and theoretical learning measured -knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet x)	Curriculum p 27, 32-45	Documentary analysis	Clinical and theoretical learning are assessed according to a plan - OSCE and practice portfolio are outlined - Transferable skills and their attributes of communication, group work, interpersonal, personal, organisational, problem solving, social and community awareness, resource management, information technology, clinical nursing skills are identified	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing	Internal quality assurance mechanism in place	Site visit report p 6	Documentary analysis	Internal quality assurance is in place through a quality and audit officer External examiner system and partnership structures within the management of the programmes are cited as supporting indicators - A clinical learning audit group has been formed	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
professional development of all practice staff; • Availability of mechanisms for student support, supervision and assessment; • Availability of mechanisms for educational and clinical audit.					
3.2.1.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange in situ	Curriculum p.13	Documentary analysis	HEI has provision for elective placement. And inter-institution transfer.	Partial compliance
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Site visit report p. 5 Curriculum p.13-14	Documentary analysis	Two large general hospitals associated with the HEI - Specialist placements in established approved hospitals (psychiatric, paediatrics and midwifery)	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				<ul style="list-style-type: none"> - Additional placements occur in other health Board sites that were visited - Curriculum states "the practice of nursing and clinical learning is an essential part of the nursing curriculum" "Structures and processes are needed to ensure the integration of theory and practice and effective collaboration between third-level nurse lecturers, students and clinical staff in the practice setting" How this is achieved is not articulated - Beliefs about nursing include interactive caring process, teamwork and most up-to-date knowledge and skills based on a model of nursing which reflects the holistic nature of patient care 	
3 2 3 2 Does 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	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 5 Curriculum p 30-31	Documentary analysis	<p>Clinical placement map meets each of the programme requirements in terms of hours and prescribed hours "</p> <ul style="list-style-type: none"> - "The clinical placement map is designed to 	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
programme?				provide the students with sufficient exposure to the practice environment to meet the necessary elements of a pre-registration programme ” - Information for the map incomplete	
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported in the site - Philosophy of education	Curriculum p 6, 30-31 Site visit report p 5	Documentary analysis	Curriculum outlines “nursing students need exposure to practice through a range of placements in different settings in which care is delivered ” - Programme involves a strong emphasis on the practice of nursing and on an integrated curriculum design The “proximity between classroom teaching and experiences in nursing practice, relating to particular issues, will enhance the potential for integration between the two ”	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 28 Site visit report p 6	Documentary analysis	Week 17	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives	Clear objectives in each clinical area	Site visit report p 5	Documentary analysis	Objectives available in each clinical area visited	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?				by team - "Learning outcome are available in each clinical area to promote and support student learning during placement."	
3.2.3.6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p.5	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers. All nurses are offered an opportunity to complete a course to prepare them for the role of preceptor. Students reported knowing of the learning outcomes	Full compliance
3.2.3.7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p.6 Curriculum p.350-351	Documentary analysis	-Students identified CPC as good support - Number of CPC's not identified - "Each clinical placement setting has a named clinical placement coordinator." - College supports preceptorship programme	Partial compliance
3.2.3.8 Is the supernumerary status of the student is explicit (see	Students not rostered while supernumerary	Site visit report p.9 & 12	Documentary analysis Interview with students	"Reported that learning was the focus of their	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
Appendix I)?				experience in 75% of their clinical experiences ” - Difficulties expressed by students when overseas were on orientation assessments	
3 2 3 9 Does clinical practice include experience of the 24-hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 11	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - Students report satisfaction with clinical support they receive	Partial compliance
3 2 4 1 Are assessments strategically planned and do they function to	Types and amount of assessments - Progression criteria	Curriculum p 27, 32-45, 353-356 - Site visit report p-7	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Practice portfolio maintained and OSCE assess clinical practice	Full compliance
<ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 					

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.4.2 Are assessments, including final assessment, based on a variety of strategies that are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p. 7 Curriculum p. 32-41	Documentary analysis	The degree/ registration programme outlines 34 continuous assessment points of examination or assignment that include a clinical practice assignment and 17 examinations. The weightings are outlined between coursework and examination. Clinical competency assessments not outlined	Partial compliance
3.2.4.3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p.27, 113, 125 Site visit report p. 7	Documentary analysis	Evidence of integration particularly in nursing studies. More work is needed in relation to integration within the areas of psychology and sociology” - Assessment strategies include “essays, practical laboratory work, skills based assessment, and computer based learning and assessment exercises, oral examination processes, video-taping, maintenance of clinical portfolio.” - In respect of research a critique of a research design, research proposal. “The structure,	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				assessment methodologies and progression requirements will be in accordance with the 'Marks and Standards' "	
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 7	Documentary analysis	Extern supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum p 13	Documentary analysis	"The 'Marks and Standards for University Awards' frames all issues relating to structure, progression and award of the programme The pass mark of the programme is 40% therefore all compensation regulations apply Practice modules are accorded a pass or fail and must be passed for progression "	Full compliance
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 13 Site visit report p 7	Documentary analysis	Copy of the marks and standards seen by the site visit team - Students given copy in handbook	Full compliance
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical	Marks and standards do not allow compensation between theory and	Curriculum p 13 Site visit report p 7	Documentary analysis	No compensation reported	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
practice components?	practice				
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p 2, 7	Documentary analysis	Student record is maintained by the HEI with input from the health care institution - Examinations office keeps records of theoretical and practice assessments	Full compliance
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 7 Curriculum p 10, 14	Documentary analysis	Eligibility for registration is confirmed by the site visit team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p 7	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 7	Documentary analysis	Site visit reports evidence supplied to the team - "Standard of marking congruent between internal and external examiners "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> Are registered nurses with professional qualifications appropriate to the registration programme being examined, Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, Have experience in examining and assessing registration students, Have experience in the development, management, delivery and evaluation of registration programmes, Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are R G N 's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p 7</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team and current extern meets the criteria</p>	<p>Full compliance</p>

College ID No 6

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum summary p 8, 16-17 Indicative Content p 1, 3, 8, 1, 13, 16, 19 21, 32, 26, 38, 41, 44, 47, 50, 52, 55, 60, 64, 88, 90, 92, 95, 97, 100, 102, 105, 107, 116, 132, 134, 136, 138, 141, 143, 145, 147, 153	Documentary analysis (quantitative) descriptive statistics	Theory 1450 contact hrs 50 effort hrs 1500 total hrs Clinical 3150 hrs Total 4650 hours See sheet 6	Full compliance with the standard although the contact hours should be noted
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum summary p7-8 Site visit report p 5	Documentary analysis (qualitative and quantitative)	“Board of studies oversees the whole programme A range of committees function to co-ordinate the theoretical and clinical dimensions of the programme and facilitate effective liaison between the hospital and the university ”	Full compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 5	Documentary analysis	“A number of lecturers conduct spot checks on the attendance ” - “Tutorial attendance in social science is afforded marks ” - Hospital maintains records - Record of student registration and examination results	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance	Site visit report p 5	Documentary analysis (quantitative) - Observation	Clinical placements well monitored - “College lecturers within biological and social sciences have complained regarding poor attendance”	Full compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum summary p 7,8 - Site visit report p 5	Documentary analysis	Programme Team consists of three groups programme team, health services personnel, and nurse teachers - “A good reciprocal relationship exists between the key stakeholders in the college and the health care institution ”	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Curriculum Summary p 7&8 site visit report p 5	Documentary analysis	Programme Team in situ “The use of a flow chart detailing the committees and structures that manage the programme A comprehensive detailed breakdown of the role and function of the key stakeholders within the management of the programme was provided ”	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the extern examiner are articulated	Site visit report p 9	Documentary analysis	University criteria evident	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated	Diversity of staff - Staff to faculty ratio - Number of registered	Site visit report p 5, 6, 12	Documentary analysis (quantitative)	CV’s of staff requested by ABA - Specialist teachers to	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
professional and academic level?	nurse staff - CV's of lecturers			programme identified at site visit - "Clinical nurse and nurse specialists and other members of the multi-disciplinary team provide input into the programme" - 6 WTE nurse tutor staff - 3 non-RNT's	
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1 15?	Tutor to student ratio - CV's of tutors - PIN numbers of tutors	Site visit report p 5	Documentary analysis	Ratio 1 25 tutor to student ratio - CV's of staff requested by ABA	No compliance
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff-CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 5	Site visit report	CV's of staff requested by ABA - 3 acting tutors reported to the site visit team	Unknown
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff	Site visit report p 6 Programme document p 7	Documentary analysis	"Nurse tutors co-ordinators and facilitate modules in both the university and the hospital setting - Tutors have a class tutor responsibility" - "All nurse teachers	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
matter?	<ul style="list-style-type: none"> - CV's of nurses - PIN numbers of nurses 			contribute to modules addressing nursing theory/practice."	
3.2.1.12. To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links <ul style="list-style-type: none"> - Practice level agreements memorandum of understanding 	Site visit report p.6	Documentary analysis	"Teaching staff ...are involved in the large number of committees central to the operationalisation of the programme and the hospital services"	Partial compliance
3.2.1.13. Is a mechanism for staff development that prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff <ul style="list-style-type: none"> - Staff development plan - Conference budget - Research activity 	Site visit report p.11, 13	Documentary analysis	"A journal club exists to promote the appreciation of evidence-based practice at clinical level." - "A three week research appreciation is facilitated in the hospital." - "A comprehensive range of databases and ward based IT facilities promote and support evidence based practice."	Partial compliance
3.2.1.14. Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence reported	Documentary analysis	No evidence found	Unknown
3.2.1.15. Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning	Amount and quality of teaching space <ul style="list-style-type: none"> - Class size - Amount and type of office space 	Site visit report p. 6	Documentary analysis	Computer labs. Are available to students. - Good IT links in the HEI and between HEI and the main hospital site	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
needs of the programme by the third level institution and health care institution?	<ul style="list-style-type: none"> - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library 			<ul style="list-style-type: none"> - Good audio-visual facilities - "A range of clinical nursing journals is available to students within the library" "Fulltime librarian manages the services" 	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	<ul style="list-style-type: none"> -Enrolment demographics - Exiting criteria - Attrition numbers 	Programme document p 3, 4, 100-103 - Annual report 2002, 2003	Document analysis (quantitative and qualitative)	Entry criteria explicit - Exit criteria for students not achieving in the programme identified in the Marks and Standards - 6 students left the programme in 2002 and 4 in 2003	Full compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Programme document p 100-103 - Annual report 2002, 2003	Documentary analysis	"All passed modules carry an exemption which is limited to a period of 5 years from the date the student originally achieved the exemption" - Students who fail to complete required hours and or a pass judgement may repeat"	Full compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements -Transfer policy - Transfer numbers	Programme document p 4 - Annual report 2002, 2003	Documentary analysis	"Students who have undertaken relevant studies may be exempt from particular modules This will be at the discretion of the Board of Studies to be established at the University"	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance explicit?	Type of support available - Student booklet	Site visit report p 6	Documentary analysis	College counselling services, sport and recreation, student health services, chaplains and campus ministry, personal tutor system, staff-student forum forms student supports - Student booklet outlines all services	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report 2002, 2003	Documentary analysis	Annual report sent to ABA	Full compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives adhered to?	Programme in action meets ABA and EU requirements in respect of areas of clinical instruction included ABA 2000 p 22	Programme document p 18-24	Documentary analysis	Programme meets ABA and EU input requirements - Specialist placements experienced between year 2 and year 3 - Theoretical preparation occurs in modules of these years	Full compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 -a sound theoretical basis to the curriculum is	Programme document p 1-3, 18-24 - Indicative content p 1-26, 35-64, 88-107, 132-153 Curriculum summary p 1-7	Documentary analysis	Programme document and the indicative content identifies the syllabus of ABA (2000) has been addressed in the programme The curriculum outline identifies the programme has been shaped by the recommendations of the Nursing Education Forum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	articulated *			(2000) - The curriculum framework “is conceptualised along two curricular strands – vertical and horizontal ” The vertical is “based on becoming a professional nurse” in “five role dimensions” and the horizontal relate to “beliefs and values about nursing, knowledge in nursing and the nature of learning ”	
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge that is evidence/research based?	RNT’s are course leaders - Nursing theory underpins the curriculum	Site visit report p 5 - Curriculum summary p 1-7	Documentary analysis	Nurse tutors are course leaders - Selection of programme content is attributed to Benners’ and White’s 5 ways of knowing nursing - Philosophy related to “beliefs and values on nursing, the person receiving nursing care, health and health care, the environment in which nursing is practised and learned, and education and learning” are articulated	Full compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation	Programme document p 7, 8 - Site visit report p 7	Documentary analysis	Curriculum development team comprises clinical, management and education expertise - Students involved in curriculum evaluation at a module level and a “comprehensive clinical	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				placement evaluation tool” was reported “Student evaluation data and tutorial evaluation has contributed to change ”	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development - The curriculum is dynamic, flexible and responsive*	Programme document p 18-24 Indicative content p 1-26, 35-64, 88-107, 132-153 Curriculum summary p 7 - Site visit report p 7	Documentary analysis	“Curriculum is responsive to evidence/research, ABA standards and requirements and modularisation ” - “Societal change and needs of the nursing profession create a dynamic for the curriculum ”	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Indicative content p 1-26, 35-64, 88-107, 132-153	Documentary analysis	“College depends on lectures, group work/discussion and tutorials - Lectures were the most cited strategy (n=41), seminars (n=3), tutorials (n=27) group work/discussion (n=30), protected study time, role-play, study guides, supervised practice, clinical teaching/practical workshops and reflection “congruent on the subject matter ”	Full compliance
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small	Types of teaching / learning strategies	Curriculum p 45, 68-101, 164-165 - Site visit report p 5	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently IT was cited on	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
group interactions, demonstrations, practical work and self-directed study?				four occasion but it be gleaned that as a strategy it was available more than cited	
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing	Curriculum summary p 5, 6 - Indicative content p 1-26, 35-64, 88-107, 132-153 Curriculum summary p 1-7 Site visit report p 7	Documentary analysis	The concepts are expressed in the terminal characteristics and the aims of the programme - The individual units of learning identify module outcomes e g “to enable students to develop critical thinking about moral perspectives and to deal effectively with ethical dilemmas encountered in practice ” - Reflection underpins the philosophy of the programme ”	Full compliance
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Clinical and theoretical learning measured - knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet x)	Programme document p 99-103, 104-109 - Site visit report p 9	Documentary analysis	Clinical and theoretical learning are assessed according to a plan - Clinical practice required completion of hours and clinical workbook	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to • Sufficient registered	Internal quality assurance mechanism in place	Site visit report p 7, 13	Documentary analysis	Internal quality assurance is in place through quality audit tool - Formal evaluation exists - Clinical audit results to be forwarded to ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>practitioners to facilitate the supervision of student nurses;</p> <ul style="list-style-type: none"> • Research awareness and the application of research findings; • Evidence of continuing professional development of all practice staff; • Availability of mechanisms for student support, supervision and assessment; • Availability of mechanisms for educational and clinical audit. 					
3.2.2.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange in situ	No evidence found	Documentary analysis	No evidence found	Unknown compliance
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord	Type of clinical experience offered congruent with course objectives	Programme document p.7, 8 - Site visit report p. 1-13	Documentary analysis	Three large general hospitals associated with the HEI - Specialist placements in established approved hospitals	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
Altranais?	- Philosophy of nursing congruent with course objectives			(psychiatric and midwifery) - Additional placements occur in other health Board sites that were visited - Holistic approach to care espoused Roper at al model of nursing utilised in the three practice settings	
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 10	Documentary analysis	"Excellent clinical learning environment for students, staff highly motivated Students have a very varied clinical experience "	Partial compliance
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported in the site - Philosophy of education	Site visit report p 7, 8	Documentary analysis	"Students are viewed as central to their own learning " - "A wide range of academic and academic/clinical higher education based courses are being supported "	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum summary p 8	Documentary analysis	Year 1 Semester 1 week 11 and 12 (2 weeks prior to Christmas)	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to	Clear objectives in each clinical area	Site visit report p 10	Documentary analysis	Objectives available in each clinical area visited by team "developed with each clinical	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?				site experiences at the forefront ”	
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p 7, 10	Documentary analysis	“There are core objectives for each year of the programme and specific objectives for specialist areas ” - Students reported, “a structured orientation is utilised within the clinical setting ”	Full compliance
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC’s - Student identify CPC’s	Site visit report p 11	Documentary analysis	Students identified CPC as good support - Number of CPC’s not identified	Partial compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 11	Documentary analysis	Evident and operationalised	Full compliance
3 2 3 9 Does clinical practice include experience of the 24-hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 11, 13	Documentary analysis	Students report satisfaction with clinical support they receive - Ratio is “Largely 1 1 Problems are experienced	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?				particularly during ht afternoon shift, but largely the ration is maintained.” - ABA put in a condition that “an audit be conducted on the impact of supervising nurses on the return to practice and orientation/ assessment on the creation of a quality learning environment for students.”	
3.2.4.1 Are assessments strategically planned and do they function to: <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Site visit report p. 9, 10 - Programme document p. 99-109	Documentary analysis	Assessments strategy given to each student in the Book of Modules - Progression criteria explicit - Student must pass written assessment and practice attendance requirements to progress - “A separate marking grid for papers and assignments are used and returned for feedback to students”	Full compliance
3.2.4.2 Are assessments, including final assessment, based on a variety of strategies that are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p. 9, 10 - Programme document p. 103-109	Documentary analysis	The degree/ registration programme outlines 12 examinations, 18 assignments, 6 points of workbook assessment to include clinical learning and 8 in class test points. The weightings are outlined between coursework and examination and each is attributed credit value.	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.4.3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Programme document p.103-109 - Site visit report p. 9, 10	Documentary analysis	Assessment strategies include examinations, essays, clinical projects, in class tests, research project, clinical workbook, seminar, care study - "Modules are assessed through a variety of strategies."	Full compliance
3.2.4.4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p.9, 10	Documentary analysis	Extern supports the assessment strategy - "Internal and external moderation is employed."	Full compliance
3.2.4.5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Programme document p. 99-103	Documentary analysis	Grading criteria for honours outlined	Partial compliance
3.2.4.6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Programme document p.99-103	Documentary analysis	Copy of the marks and standards in programme document and also seen by the site visit team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3.2.4.7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Programme document p.99-103 - Site visit report p.9, 10	Documentary analysis	No compensation reported	Full compliance
3.2.4.8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p.5, 10	Documentary analysis	Student record is maintained by the HEI with input from the health care institution -“Students must fulfil the An Bord standards and requirements.”	Full compliance
3.2.4.9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p.10 - Programme document p.103	Documentary analysis	Eligibility for registration is confirmed within the programme document based on ABA requirements	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p 9,10, 13	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 9,10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p 9,10, 13</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team and current extern meets the criteria</p> <p>- ABA requested CV's be forwarded to them</p>	<p>Full compliance</p>

College ID No 7

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 10, 13-25, 26-200	Documentary analysis (quantitative) descriptive statistics	Theory 1526 contact hrs 384 effort hrs 1910 total hrs Clinical 2854 hrs Total 4764 hours See sheet 7	Full compliance with the standard
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p 7-8 - Site visit report p 5	Documentary analysis (qualitative and quantitative)	Programme Board in situ “programme development group for each year” “a strategic group for the management of all registration programmes and a local joint working group”	Full compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Curriculum p 9 - Site visit report p 5	Documentary analysis	Individual student record maintained on a database	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance	Site visit report p 5	Documentary analysis (quantitative) - Observation	“Difficulties associated with recording attendance were articulated” - “Records of attendance are kept for group teaching and	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				tutorials ” - “Random checking of large groups” - “Students with attendance problems are raised at programme board ”	
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Curriculum p 7-8 - Site visit report p 5	Documentary analysis	“Curriculum development and implementation process conducted under the auspices of the curriculum development committee”	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Curriculum p 7-8 site visit report p 5	Documentary analysis	Programme Board “contains student representatives” - “Local Joint Working Group facilitates the participation of the key stakeholders”	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 10	Documentary analysis	Externs “appointed in accordance with University criteria”	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV’s of lecturers	Curriculum p 8 Site visit report p 13, 8	Documentary analysis (quantitative)	- CV’s of staff requested by ABA - Specialist teachers to programme identified by the curriculum	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1 15?	Tutor to student ratio - CV's of tutors - PIN numbers of tutors	Site visit report p 5, 13	Documentary analysis	Ratio unknown - CV's of staff requested by ABA	Unknown
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	- Credentials of nurse teaching staff-CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 5, 13	Documentary analysis	CV's of staff requested by ABA - Unknown	Unknown
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	- Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	Site visit report p 5, 13 Curriculum p 8	Documentary analysis	Degree "coordinated and managed by College lecturers appointed as course leaders by the Head of School The leaders are responsible for the day-to-day management of the programme " - "Module leader is responsible for ensuring the module is delivered according to curriculum plan "	Partial compliance
3 2 1 12 To what extent are registered nurse/midwife	Staff have identified clinical	Curriculum p 8	Documentary analysis	The teaching of the clinical aspects will also be	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
tutors involved in clinical practice and its development?	practice links - Practice level agreements memorandum of understanding			facilitated by the college lecturers and by clinical staff”	
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 8	Documentary analysis	“A significant education and training culture in existence” - “A large range of in-service programmes is delivered ”	Full compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	Curriculum p 8	Documentary analysis	“The teaching staff will be supported in their work by administrative staff employed within the School ”	Partial compliance
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material	Site visit report p 6 - Curriculum p 8	Documentary analysis	“Students have full access to the educational, social, recreational and support services ” - “Library has a very large nursing section” - “There are advanced plans regarding a new school - College has excellent IT facilities and photocopying facilities are adequate ” - “Students have access to Ethernet which has multiple	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
	in the library			applications of information technology, including CD-ROM and on-line databases, the internet and e-mail as well as word processing and other data processing software "	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum - Annual report 2002, 2003	Document analysis (quantitative and qualitative)	Evidence found CAO criteria 14 students left the programme in 2002 and 5 in 2003	Unknown
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Curriculum p 207 - Annual report 2002, 2003	Documentary analysis	"All clinical placements requirements must be completed before the results in the clinical assessment are submitted to the Board of Examiners"	Partial compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will	Congruence with ABA and EU requirements - Transfer policy	Annual report 2002, 2003	Documentary analysis	Transfer policy not reported - 2 students transferred in 2003	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
be completed?					
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available - Student booklet	Curriculum p 8 - Site visit report p 6, 12	Documentary analysis	"Students have access to all student services including recreational facilities and the college counselling services" - Student booklet outlines all services	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report 2002, 2003	Documentary analysis	Annual report sent to ABA	Full compliance
3 2 2 1 Are all statutory and regulatory requirements of An-Bord-Altranais and European directives are adhered to?	Programme in action meets ABA and-EU requirements in respect of areas of clinical instruction included ABA 2000 p 22	Curriculum p 12, 13, 19, 20, 21, 24, 25	Documentary analysis	Programme meets ABA and EU input requirements - Specialist placements experienced between year 2 and year 4 - Theoretical preparation occurs in modules of these years	Full compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content	Curriculum p 1-7	Documentary analysis	Planning team has acknowledged the statutory requirements indicative content outlined by ABA (2000) The curriculum identifies that the programme has been shaped by the recommendations of	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
	ABA 2000 p 18-20 - A sound theoretical basis to the curriculum is articulated *			the Nursing Education Forum (2000) - “The model of curriculum design represents an eclectic composite of process, product and situational models of curriculum design ”	
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Site visit report p 5 - Curriculum p iii, 3	Documentary analysis	Curriculum development team comprise nurse teachers - Selection of programme content has not been attributed to a particular nurse theorist – four principal courses of study per year - “General nursing is conceptualised as a therapeutic caring process It is concerned with meeting the deficits in the individual’s capacities for health maintenance and health restoration, with particular emphasis on the needs of adults experiencing altered health ”	Partial compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing	Inclusive curriculum development team - Students are central to	Curriculum p iii - Site visit report 7	Documentary analysis	Curriculum development team comprises clinical, management and education expertise - Evaluation includes	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
education and practice?	curriculum evaluation			students and the educational and clinical staff employing triangulation "	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	<p>Congruence between the planned activities and the actual programme development</p> <p>- The curriculum is dynamic, flexible and responsive*</p>	Curriculum p 11, & appendix 3 - Site visit report p 7	Documentary analysis	<p>Programme is designed to ensure it is logically sequenced and diagrammatically it demonstrates vertical and horizontal relationships between the courses and modules</p> <p>- "The curriculum is responsive to contemporary issues in health care and is continually updated based on extensive evaluation "</p>	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	<p>Curriculum p 27, 33, 35, 38, 40, 43, 47, 48, 51, 54, 57, 66, 70, 75, 77, 79, 81, 85, 86, 98, 107, 109, 110, 112, 113, 127, 130, 133, 138, 140, 147, 152, 155, 165, 167, 174, 176, 194, 197, 199</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Lectures were the most cited strategy (n=36), seminars (n=19), interactive discussion (n=19), workshops (n=12) group work (n=6), case studies (n=8), IT based strategies (n=6), video assisted discussion (n=7), practical (n=5), and most notably reflection only cited 5 times in all the unit descriptors</p> <p>- "Strategies range from student to teacher centred The focus is on the development of self-directed and autonomous learners "</p>	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 27, 33, 35, 38, 40, 43, 47, 48, 51, 54, 57, 66, 70, 75, 77, 79, 81, 85, 86, 98, 107, 109, 110, 112, 113, 127, 130, 133, 138, 140, 147, 152, 155, 165, 167, 174, 176, 194, 197, 199 -site visit report p 7	Documentary analysis	Lecture, seminar, discussion appear the most favoured strategies with the other strategies employed less frequently	Partial compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing	Curriculum p 4, 5, 6, 7, 20, 24, 132-133, 193-196	Documentary analysis	The concepts are part of the overall aim of the programme and individual unit learning outcomes and the teaching methods of the programme - Research is taught in year 2 and year 4 and assessed accordingly	Full compliance
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Clinical and theoretical learning measured - Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet x)	Curriculum p 204-206 - Appendix II outlines clinical assessment	Documentary analysis	Clinical and theoretical learning are assessed according to a plan - Competency assessment outlined in detail to reflect ABA e-learning and ABA documents	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to	Internal quality assurance mechanism in place	Site visit report p 7	Documentary analysis	"A QAQI self-assessment has been set up in college" - Clinical sites (2) "audit structures processes and	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
<ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 				<p>outcomes Involved in accreditation ”</p> <p>- “QA approach to the clinical area and to learning within the clinical area ”</p>	
3 2 1 1-Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais Are criteria and	Criteria and structure for student exchange in situ	No evidence found	Documentary analysis	No evidence found	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
mechanisms for international exchange students explicit?					
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Site visit report p 8	Documentary analysis	Two large general hospitals associated with the HEI - Specialist placements in established approved hospitals (psychiatric, children's, midwifery) - Additional placements occur in other health Board sites that were visited - "Congruence between the curriculum and the clinical sites" - "The value of nursing as a contributory factor to healing, well-being and the centrality of the patient within the philosophy was realised in the individual units visited through the locally devised mission statements"	Full compliance
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 8	Documentary analysis	"The clinical component of the programme is seen as most important in the learning experience" - Clinical audit tool requested by ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Evidence-based practice is supported in the site - Philosophy of education	Curriculum appendix II	Documentary analysis	"A team and partnership approach will be applied when assessing the student nurse as the assessors will consult with colleagues in determining the student nurses' competence Clinical nurse managers, nurse tutors and third-level institution will agree on the assessment process "	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Site visit report p 8	Documentary analysis	January semester 2 year 1	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Clear objectives in each clinical area	Site visit report p 8	Documentary analysis	"Commended for the coordinated and evidence based approach to the development of policies protocols and guidelines "	Full compliance
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical	Congruence between student and clinical staff related to expected outcomes	Site visit report p 8	Documentary analysis	"An audit of care planning was completed There is a major emphasis within the hospital on auditing the nursing documentation and changes are then instigated	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
placement?				following audit results ”	
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p 9	Documentary analysis	CPC's have 30 students each and 6 areas approx ” - “Each clinical placement setting has a named clinical placement coordinator ”	Full compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 9	Documentary analysis	“Staff articulated the focus on learning central to the concept, clinical staff highly supportive, very positive in relation to the contribution of the teaching and assessing programme to the support of students ”	Full compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 9	Documentary analysis	“Most clinicians agreed that the ratio is usually 1 1 the ratio is audited continuously on occasion the ratio can be 4 6 in general areas but this now less common ”	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
practitioner observed?					
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum 203-206 - Site visit report p 10	Documentary analysis	“A structured feedback sheet based on an educational taxonomy ” - “Evident within the marks and standards document”	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	-Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p 10 - Curriculum p 203-206	Documentary analysis	The degree / registration programme outlines assessment points of examination and assignment at the end of each semester and the four principles of the curriculum 12 assessments in first year & clinical, 14 in second year & clinical, 3 in third year & clinical, 10 in fourth year & clinical The weightings are outlined between coursework and examination	Full compliance
3 2 4 3 Do the assessments measure the integration and	Congruence of the assessment	- Curriculum p 203-206,	Documentary analysis	Assessment strategies include examinations,	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	philosophy with the learning outcomes -type and variety of assessment strategies	appendix II - Site visit report p 10		essays, course work, extended essay, OSCE, objective tests, continuous assessment - Comprehensive competency assessment in place	
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 10	Documentary analysis	Extern supports the assessment strategy - "Inter-rater reliability marking is utilised by the internal markers Externs from the social and biological science subjects feed into the assessment process - Feedback from the nursing extern supports the assessments in place "	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum p 207-209	Documentary analysis	Marks and standards outline the honours standard	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 207 - Site visit report p 10	Documentary analysis	Copy of the marks and standards in curriculum and also seen by the site visit team - Criteria for "compensation, between subjects shall not be permitted "	Full compliance
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 207 - Site visit report p 10	Documentary analysis	No compensation permitted	Full compliance
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p 10	Documentary analysis	Student record is maintained by the HEI with input from the health care institution - "Students must meet all requirements of the programme "	Full compliance
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 10	Documentary analysis	Eligibility for registration is confirmed within the site visit based on ABA requirements	Full compliance

3.2.5.1	Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI -CV's of the extern examiner	Site visit report p.10	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3.2.5.2	Is the role of the external examiner explicit and does it function to: <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes; • Ensure the assessment strategies for theory and practice are reliable and equitable; • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p.10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3.2.5.3 Do the criteria for selecting external examiners for nursing studies require they:</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined; • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined; • Have experience in examining and assessing registration students; • Have experience in the development, management, delivery and evaluation of registration programmes; • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined. 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes - CV's of the externs</p>	<p>Site visit report p.10</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team and current externs (2) meet the criteria</p>	<p>Full compliance</p>

College ID No 8

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8,16, 20-118 - Site visit report p 3	Documentary analysis (quantitative) descriptive statistics	Theory 1950 contact hrs 4000 effort hrs 5950 total hrs Clinical 3008 hrs Total 8958 hours See sheet 8	Full compliance with the standard although the contact hours and effort hours should be noted This programme as presented requires the student in the 148 weeks to devote 60 5 hours a week, between
					contact and effort, to the programme -there is a discrepancy from the sheet p 8 (450 hours) and 3 rd year p 22 & 72 & 72-89 (360 hours taught)
3 2 1 2 Is there a mechanism for the third level institution and	Committee to discuss and implement changes	Curriculum p 7, 17, 18	Documentary analysis (qualitative and	"A national approach to curriculum development was	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
health care institution to respond to change effecting professional, educational, health, social and economic issues?		- Site visit report p 3	quantitative)	<p>adopted in the development of this curriculum" (6 sites)</p> <p>- "The relationship within and between the Institutes providing nurse education was emphasised "</p> <p>- Nurse Education committee reported by site visit team with "representation from college, nurse education, management and clinical staff "</p> <p>- "Agreement to major amendments will be obtained from (accrediting body) "</p> <p>- "Every year the institute undertakes a review of its courses"</p>	
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 3	Documentary analysis (quantitative)	<p>"Computerised record of individual student "</p> <p>- All documentation from attendance at lectures and clinical placements are collated by the institute</p>	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 3	Documentary analysis	<p>"CPC's monitor placement attendance daily"</p> <p>- "mechanism for recording student attendance was explicit in the student handbook "</p> <p>- "attendance is recorded for every class"</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 3	Documentary analysis	Nurse Education Committee meets to co-ordinate and manage the programme -“Course boards manage the General programme ”	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Site visit report p 3	Documentary analysis	Nurse education committee in situ - “Representation from college, nurse education, management and clinical staff ” - Course Board manages the programme	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 7 - Curriculum p 17	Documentary analysis	External examiners lay an important role in monitoring the appropriateness of the programme and assessment and the standards achieved in both course work and examinations	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 3	Documentary analysis (quantitative)	CV's of staff requested by ABA - “College lecturers in physical and social sciences provide a significant input into the programme A variety of clinical nurses including nurse specialists, nursing practice development staff, nurse managers and medical staff also contribute to the programme”	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				- 4 WTE lecturing staff - 1.5 RNT's - 1 head of Department	
3.2.1.9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio- CV's of tutors - PIN numbers of tutors	Site visit report p 3	Documentary analysis	Ratio 1:16 tutor to student ratio achieved - CV's of staff seen by ABA on site visit	Non compliant
3.2.1.10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 3	Documentary analysis	2 of the lecturing staff are "acting tutors" - "1 registered clinical teacher" - Only 2 of the lecturing staff are RNT's	Non compliant
3.2.1.11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	No evidence collected	Documentary analysis	Unknown	Unknown
3.2.1.12 To what extent are registered nurse/midwife tutors involved in clinical practice and its	Staff have identified clinical practice links	Site visit report p 3	Documentary analysis	"Nurse teachers are involved in continuing and in-service education, such as IV study	Non compliant

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
development?				days, cannulation, continence, infection control, care planning, CPR and ACLS ”	
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 6	Documentary analysis	“An in-service programme was detailed ”	Partial compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found	Documentary analysis	Data not collected	Unknown
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p 4	Documentary analysis	“The library is stocked with a good supply of physical social and nursing science texts There is ample study areas and access to IT resources ” - “An electronic database is available to students” - “Excellent IT facilities were identified ” - Ratio nearly 1 3 computer to student - Video conferencing facilities, laptops & LCD screen, OHP’s, TV & video in each classroom ” - New building for nursing	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				being constructed	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p 9 - Annual report 2002, 2003	Document analysis	"Students will comply with entry requirements of ABA and the CAO" - 1 student left in 2002 only	Full compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Site visit report p 3 - Annual report 2-2, 2003	Documentary analysis	"Data collected from all sources identified is then compiled and computerised records are kept for each student A mechanism exists to identify potential problems before they arise The partnership between the college and the health care institutions is to be commended in relation to meeting this essential standard "	Full compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Annual report 2002, 2003	Documentary analysis	Transfer policy not reported	Unknown compliance
3 2 1 19 Is the mechanism for student support in relation to student	Type of support available	Curriculum p 11	Documentary analysis	"Students have full access to all college academic, sporting	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
services, facilities and academic guidance is explicit?		- Site visit report p 4		and support facilities ” - “Studies advisors are provided for each student and have both academic and pastoral responsibilities ”	
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner’s report to An Bord Altranais?	Annual report received by ABA in February	Annual report 2002, 2003	Documentary analysis	Annual report sent to ABA	Full compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 8, 13 20-118,	Documentary analysis	Programme meets ABA and EU input requirements - “Taught clinical placement is an integral part of the 4 year programme students will be exposed to a wide variety of clinical allocations which will prepare them to operate within an increasingly complex and demanding health care setting ” - 2 nd year main theoretical specialist areas in 3 rd year childcare and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	<p>Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20</p> <p>- A sound theoretical basis to the curriculum is articulated*</p>	<p>Curriculum p 5-7, 26-118</p> <p>- Site visit p 4</p>	Documentary analysis	<p>Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme</p> <p>- The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000)</p> <p>- "Flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined "</p> <p>- "An eclectic approach to curriculum development is adopted "</p>	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge, which is evidence/research, based?	Nursing theory underpins the curriculum	<p>Curriculum p 5-7, 9</p> <p>- Site visit report p 4</p>	Documentary analysis	<p>Nurse tutors are course leaders</p> <p>- No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model</p> <p>Core principles include a bio/psycho/social focus on the individual and the care delivered "</p> <p>- "Nursing theory, nursing research, educational theory</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				and research guide the curriculum ”	
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation*	Curriculum p 7 - Site visit report p	Documentary analysis	Curriculum development team comprises clinical, management and education expertise - “Students are involved in student council that has direct access to academic council ” - “Students participate in the course board ” - “Formal theory and clinical placement evaluation occurs at the end of each year ”	Partial compliance
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development -the curriculum is dynamic, flexible and responsive*	Curriculum p 5-7 - Site visit report p 5	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice - Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities ”	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 5	Documentary analysis	Types of strategies include "Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small group work n=13, role play n=10, group discussion n=17, projects n=12, AV n=15 - "Students will be expected to reflect upon their own practice and the theoretical issues relevant to it" - Clinical placements use "supervised practice, role modelling, ward report, care plans, case conferences, clinical rounds, multi-disciplinary team meetings, peer group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management" - "Strategies were identified on a continuum from student-centred to teacher-centred"	Full compliance
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small	Types of teaching / learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106,	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies along with audio-visual aids and the other strategies employed less	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
group interactions, demonstrations, practical work and self-directed study?		110, 117 - Site visit report p 3, 6		frequently - Evidence within the timetable that there is some utilisation of tutorials and group work for certain subjects	
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing - Reflection is built into the theoretical and clinical components of the programme*	Curriculum p 12, 13, 36, 37 - Site visit report p 5	Documentary analysis	The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence - “Theoretical concepts underlying reflection addressed in year 1, assignments incorporate reflective dimensions, reflection in practice is commenced during the first clinical placement ” - “Group reflection” and content as “the nature of reflection, reflection and nursing, reflective journals and diaries ” - Students are “allocated 4 hours per week protected time-	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ”	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>	Curriculum p 9, 10, 12-16, appendix 1	Documentary analysis	<p>Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5 subject areas in each of the 4 years of the programme In addition to the identified written assignment and exam there is a written case study, research critique, literature review, research proposal Taught clinical placement is assessed through a workbook and a project for <u>each</u> of the <u>four</u> years</p> <p>- The aim of the course “is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system ”</p> <p>- The learning outcomes are those of ABA 2000 p 13</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
<p>3.2.2.10 Have quality assurance indicators been identified and measured in relation to:</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses; • Research awareness and the application of research findings; • Evidence of continuing professional development of all practice staff; • Availability of mechanisms for student support, supervision and assessment; • Availability of mechanisms for educational and clinical audit. 	Internal quality assurance mechanism in place	Site visit report p. 5	Documentary analysis	<p>“An educational and clinical audit is in progress...external examiner system,...course management structures and partnership between clinicians, nurse educators and Institute and students.. feedback to course management from CNM’s and CPC’s considered invaluable. Student policies support mechanisms and feedback on assignments.”</p>	Full compliance
<p>3.2.2.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to</p>	Criteria and structure for student exchange	Site visit report p.4	Documentary analysis	<p>“College utilises the ‘Leonardo’ programme and this has been successful with exchanges in place. The International affairs coordinator in college liaises with the programme coordinator.”</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?					
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p. 44-46, 67-70, 90-92, 115-118. - Site visit report p. 5-6	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric, care of the elderly) - Objectives of placements reflective of ABA objectives - "Team nursing is the dominant approach to care delivery; however primary nursing is used in specialised areas." - RLT model and Orem used in the hospital. "All students exposed to both models and others within nursing theory and concepts sessions"	Full compliance
3.2.3.2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p.8	Documentary analysis	- "Audits completed in relation to ABA standards and requirements. This was very much in evidence during external placement visits." - Clinical audit tool requested by ABA	Partial compliance
3.2.3.3 Is student allocation to clinical placements based on the need to integrate theory and	Complement of learning between theory and practice	Curriculum p.13, 44-46, 67-70, 90-92, 115-118.	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
practice and to facilitate the progressive development of clinical skills?	- Philosophy of education			<p>“an opportunity to consolidate nursing theory and practice in preparation for her role as a registered practitioner ”</p> <p>Placement in the practice setting is considered central to students’ examination “when students are facilitated to reflect on their experiences ”</p> <p>- Progressive development included in the expectations of each clinical placement opportunity</p>	
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 24 - Site visit report p 5	Documentary analysis	Week 15	Full compliance
3 2 3 5 Are clearly written learning— outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Systematic methods of nursing care evident - Clear objectives in each clinical area	- Site visit report p 5, 6, 8	Documentary analysis	<p>Objectives available in each clinical area visited by team</p> <p>- “Considerable evidence of documentary development in clinical practice”</p> <p>- “Evidence that clinicians and their experiences are central to change ”</p>	Full compliance
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to	Congruence between student and clinical staff related to expected outcomes	Site visit report p 8	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
that clinical placement?				<ul style="list-style-type: none"> - "60% staff have completed ENB 998" - "Ward based sessions are provided in relation to mentoring " 	
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p 9	Documentary analysis	Students identified CPC as good support <ul style="list-style-type: none"> - Number of CPC's not identified - "Named CPC link system in existence " 	Partial compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 9	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident <ul style="list-style-type: none"> - "Students agree that it is largely explicit and operationalised as intended It is part of the orientation programme for new staff nurses " 	Full compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 8	Documentary analysis	"This varies in some units visited a 1 1 ratio exists however in some of the larger general wards there were concerns expressed and some wards are experiencing too many students per allocation "	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
recommended, ratio of one student to one registered practitioner observed?					
<p>3 2 4 1 Are assessments strategically planned and do they function to</p> <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments -progression criteria	Curriculum appendix I, II, p 12-16, 20-24 site visit report p 6,7	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured preforma - Student feedback evident "supported by favourable comments from extern examiner"	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies, which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site-visit report p 6 - Curriculum p 12-16, 20-24, Appendix I	-Documentary analysis--	The degree/ registration - programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1),	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes -type and variety of assessment strategies	Curriculum p 12-16 - Site visit report p 6	Documentary analysis	research proposal (n=1) “The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area ” - Exams include “multiple choice questions, short answer questions, essay questions,, critique of research papers ” - “Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work ”	Full compliance
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 7	Documentary analysis	“Evident within plan, curriculum and marks and standards document ”	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p 15-16	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Assignment marking criteria indicated 40% pass mark	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3.2.4.6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p.13, 16 - Site visit report p. 7	Documentary analysis	Curriculum states “successful progression requires the student to be deemed clinically competent at each stage of the programme.”	Full compliance
3.2.4.7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p.20-23	Documentary analysis	No compensation reported - “No compensation may be exercised from, or to, taught clinical placement.”	Full compliance
3.2.4.8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p. 2, 7	Documentary analysis	Student record is maintained by Allocations Officer in the HEI with input from the health care institution - “The issue of progression, EU requirements made explicit and no students referred to this matter as an issue.”	Full compliance
3.2.4.9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p.2, 7 - Curriculum p.16	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p 7	Documentary analysis	Site visit reports evidence was supplied to the team - "The college will furnish CV's of extern"	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 7	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Question of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> Are registered nurses with professional qualifications appropriate to the registration programme being examined, Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, Have experience in examining and assessing registration students, Have experience in the development, management, delivery and evaluation of registration programmes, Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>-CV's of the externs</p>	<p>Site visit report p 7</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team</p> <p>ABA requested CV's be forwarded to them</p> <p>-“site visit team had full access to external examiners report, a composite of same per subject/cohort will be forwarded as part of an annual report to ABA ”</p>	<p>Partial compliance</p>

College ID No 9

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8,16, 20-118 - Site visit report p 2	Documentary analysis (quantitative) descriptive statistics	Theory 1950 contact hrs 4000 effort hrs 5950 total hrs Clinical 3008 hrs Total 8958 hours See sheet 9	Full compliance with the standard although the contact hours and effort hours should be noted This programme as presented requires the student in the 148 weeks to devote 60 5 hours a week, between contact and effort, to the programme - There is a discrepancy from the sheet p 8 (450 hours) and 3 rd year p 22 & 72 & 72-89 (360 hours taught)
3 2 1 2 Is there a mechanism for the third level institution and health	Committee to discuss and implement	Curriculum p 7, 17, 18 -Site visit report p 5, 6	Documentary analysis (qualitative and	"A national approach to curriculum development was	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
care institution to respond to change effecting professional, educational, health, social and economic issues?	changes		quantitative)	<p>adopted in the development of this curriculum” (6 sites)</p> <p>-Course Board meetings – 2 per term</p> <p>- “Joint Academic Workshop which meets bi-monthly” reported by site visit team with “representation from college, nurse education, management and clinical staff”</p> <p>- “Agreement to major amendments will be obtained from (accrediting body)”</p> <p>- “Every year the institute undertakes a review of its courses”</p>	
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 5	Documentary analysis (quantitative)	<p>Database kept by the institute of individual student record</p> <p>- “All attendance is rigorously monitored ”</p>	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 5	Documentary analysis	<p>Clinical placements well monitored by CPC’s</p> <p>Individual lecturers monitor attendance at each lecture reported to site visit team -</p> <p>“secretaries I the school keep updated records of absences ”</p> <p>- “Regulations regarding student attendance are clearly spelled out in the course and</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				the student handbook.”	
3.2.1.5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p.5, 6	Documentary analysis	Course Committee meets to co-ordinate and manage the programme	Full compliance
3.2.1.6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Site visit report p. 5, 6	Documentary analysis	Course committee in situ - “Representation from college, nurse education, management and clinical staff.”	Full compliance
3.2.1.7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p.10	Documentary analysis	HETAC criteria in place	Full compliance
3.2.1.8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p.6	Documentary analysis (quantitative)	CV's of staff requested by ABA. - Specialist teachers to programme identified at site visit - 5 lecturing staff - 5 RNT's - 1 head of Department	Partial compliance
3.2.1.9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio- CV's of tutors - PIN numbers of tutors	Site visit report p.6	Documentary analysis	Ratio 1:15 tutor to student not reported - CV's of staff to be forwarded to ABA	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 6	Documentary analysis	5 of the lecturing staff are RNT's - 5 staff were undertaking RNT programmes - CV's to be forwarded to ABA	Partial compliance
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	No evidence collected	Documentary analysis	Unknown	Unknown
3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p 15	Documentary analysis	Liaison/link tutor identified "in all areas"	Full compliance
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining	Type of mechanism for assuring continued competence of staff - Staff development plan	Site visit report p 12	Documentary analysis	"200 staff have undertaken the teaching and assessing course Many nurse undertaking further studies "	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
nursing/ midwifery expertise and credibility identified?	- Conference budget - Research activity				
3.2.1.14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found	Documentary analysis	Data not found	Unknown
3.2.1.15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p. 6	Documentary analysis	- "An electronic database is available to students" - "A budget of 7040 euro per annum is dedicated to nursing journals." - "Evidence of adequate facilities and plans for future developments demonstrated."	Partial compliance
3.2.1.16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p.9, 13 - Annual report 2002, 2003	Document analysis	"Students will comply with entry requirements of ABA and the CAO" - "Successful progression requires the student to be deemed clinically competent." - No student withdrawals	Full compliance
3.2.1.17 Following any interruption in the educational programme do	Congruence with ABA and EU	Site visit report p.5 - Annual report	Documentary analysis	"At course Bard meetings (2 per term), student attendance is	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
the third level institution and the health care institution ensure that the student meets the educational programme requirements?	requirements - Policy on interruption - Deferral policy			discussed in combination with performance and actions agreed and implemented ” - 2 deferrals in 2002	
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Annual report 2002, 2003	Documentary analysis	Transfer policy not reported - No students appear to have transferred out or in between 2002 and 2004	Partial compliance
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p 11, 13 - Site visit report p 2	Documentary analysis	“Identified link tutor and CPC will support the learning process and be available to facilitate students to maximise available learning opportunities ” - College counselling services, student health services, chaplains and campus sport facilities	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner’s report to An Bord Altranais?	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA 2002, 2003, 2004 - Attrition rates only included	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 55-58, 67, 80, 90-92, 115-116 - Site visit report p 8 & 9	Documentary analysis	Programme meets ABA and EU input requirements - "Experience a holistic approach to care for patients/clients experiencing a range of medical/surgical problems" - 2 nd year main theoretical specialist areas in 3 rd year child care and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties - There are 48 areas identified where students can learn in the region "	Partial compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 -a sound theoretical basis to the curriculum is articulated*	Curriculum p 5-7, 26-118 site visit report p 7	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) "flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Curriculum p 5-7, 9 - Site visit report p 13	Documentary analysis	Nurse tutors are course leaders - No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered " - "Philosophy of the curriculum is on the wellness to illness continuum "	Partial compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation*	Curriculum p 7 - Site visit report p 6, 7	Documentary analysis	Curriculum development team comprises clinical, management and education expertise - "At the end of the year students will evaluate both theoretical and practical components " - "The JAWS system builds students experiences, comments and suggestions into the curriculum on an ongoing basis "	Full compliance
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing	Congruence between the planned activities and the actual programme	Curriculum p 5-7 - Site visit report p 7	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
and progressive development of subjects over the educational programme?	development - The curriculum is dynamic, flexible and responsive*			- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities ”	
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	Types of strategies include “Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small group work n=13, role play n=10, group discussion n=17, projects n=12, AV n=15 - “Students will be expected to reflect upon their own practice and the theoretical issues relevant to it ” - Clinical placements use “supervised practice, role modelling, ward report, care plans, case conferences, clinical rounds, multi-	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				disciplinary team meetings, peer group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management ” - “Selected as appropriate to the subject, the student and teacher and the context in which the learning is taking place ”	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently - Evidence from the site visit “lesson plans are available that demonstrate other approaches”	Full compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing - Reflection is built into the theoretical and clinical	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence - Reflection is built into the curriculum and is taught as a	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	components of the programme*			<p>learning strategy ”</p> <p>- In year 1 “students are introduced to the concept of reflective practice in theory as a teaching strategy “group reflection” and content as “the nature of reflection, reflection and nursing, reflective journals and diaries ”</p> <p>- Students are “allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ”</p> <p>- “Students’ opportunity to reflect and engage in self-discovery is primarily confined to their time within clinical allocations ”</p>	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 9, 10, 12-16, Appendix I, II	Documentary analysis	<p>The aim of the course “is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system ”</p> <p>- The learning outcomes are</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				those of ABA 2000 p 13	
<p>3 2 2 10 Have quality assurance indicators been identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	Internal quality assurance mechanism in place	Site visit report p 7, 11, 16	Documentary analysis	<p>Internal quality assurance is in place through evaluation, course management team and curriculum development team</p> <p>Clinical audit tool was forwarded to ABA</p> <p>- "An active committee is in existence that is well supported by Practice Development and Nursing management "</p> <p>- A condition of approval was "an outline of the quality indicators employed within the health care institution to be submitted to ABA "</p>	Partial compliance
<p>3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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</p>	Criteria and structure for student exchange	No evidence found		No evidence	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
to this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?					
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p 44-46, 67-70, 90-92, 115-118 - Site visit report p 13	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric, care of the elderly) - Additional placements occur in other health Board sites that were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - "The nursing process is utilised with the Roper Logan and Tierney model of nursing care and Orem's model Clinical pathways being developed in some areas "	Full compliance
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 11, 13	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met - "A most comprehensive audit tool has been devised and utilised to operationalise the site for use to identify and meet the educational requirements " - "Students experience	Partial compliance ³

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				specialist placements early in the programme "	
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Philosophy of education	Curriculum p 13, 44-46, 67-70, 90-92, 115-118 - Site visit report p 7	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice - Progressive development included in the expectations of each clinical placement opportunity - Philosophy "developed through consultation "	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 24 -site visit report p 8	Documentary analysis	"Day visits take place from week 3" - "First placements occur at week 11"	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p 8	Documentary analysis	Objectives available in each clinical area visited by team - "Groups develop policies that are pertinent to specific areas "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p 8	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers - “ Teaching and assessing courses are held frequently ”	Full compliance
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p 12, 18	Documentary analysis	Students identified CPC as good support - 4 CPC's identified at site visit - “Considerable support from practitioners, nurse managers, the clinical development coordinator ”	Full compliance
3 2 3 8 Is the supernumerary status of the student explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 11, 18	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is “very evident ” - “Clinical staff are delighted to have students ”	Full compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 12	Documentary analysis	“The teaching and management staff were anxious to inform the team that students are supervised on a 1 1 ratio ”	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
practitioner observed?					
3.2.4.1 Are assessments strategically planned and do they function to: <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum appendix I, II p. 12-16, 20-24 site visit p.10	Documentary analysis	Assessments plan given to each student at beginning of the programme. - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured proforma. - "A formal system of student feedback exists for the assessment of theory and practice."	Full compliance
3.2.4.2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p.6 - Curriculum p. 12-16, 20-24, appendix I	Documentary analysis	The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state: exam (n=14); assignment (n=15); written case study (n=1); research critique (n=1); literature review (n=1); research proposal (n=1).	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p 12-16 - Site visit report p 10	Documentary analysis	“The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area ” - Exams include multiple choice questions, short answer questions, essay questions,, critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work	Full compliance
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 10	Documentary analysis	“Assessment strategies are based upon valid and reliable techniques”	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p 15-16 - Site visit report p 10	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - “Assignment marking criteria identify 40% as pass mark”	Full compliance
3 2 4 6 Are assessment regulations relating to compensation,	Existence of assessment	Curriculum p 13, 16, 20-23	Documentary analysis	Curriculum states “successful progression requires the	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	regulations	- Site visit report p 10		student to be deemed clinically competent at each stage of the programme ” - “There is no compensation between theoretical and clinical practice components ”	
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 20-23	Documentary analysis	“No compensation may be exercised from, or to, subject Taught Clinical Placement ”	Full compliance
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p 5, 10 ~	Documentary analysis	Student record is maintained by Allocations Officer in the HEI with input from the health care institution	Full compliance
3 2 4 9 Is eligibility to register with An Bord Altranaís based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 10 - Curriculum p 16	Documentary analysis	“Criteria for registration are evident “	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the HEI - CV's of the extern examiner	Site visit report p 10, 16	Documentary analysis	HEI criteria in place - Condition of approval requires CV's of external examiners be forwarded to ABA	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> Maintain the quality and standards of registration programmes, Ensure the assessment strategies for theory and practice are reliable and equitable, Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes -CV's of the externs</p>	<p>Site visit report p 10</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>

College ID No 10

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8,16, 20-118 - Site visit report p 2	Documentary analysis (quantitative) descriptive statistics	Theory 1950 contact hrs 4000 effort hrs 5950 total hrs Clinical 3008 hrs Total 8958 hours See sheet 10	Full compliance with the standard although the contact hours and effort hours should be noted This programme as presented requires the student in the 148 weeks to devote 60 5 hours a week, between contact and effort, to the programme - There is a discrepancy from the sheet p 8 (450 hours) and 3 rd year p 22 & 72 & 72-89 (360 hours taught)
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic	Committee to discuss and implement changes	Curriculum p 7, 17, 18 - Site visit report p 6	Documentary analysis (qualitative and quantitative)	"A national approach to curriculum development was adopted in the development of this curriculum" (6 sites) - "Agreement to any major amendments will be obtained from (accrediting body) " - "Every year the institute	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
issues?				undertakes a review of its courses" - "Evidence of partnership structure between college and the health care institutions "	
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 6	Documentary analysis (quantitative)	Database kept by the institute of individual student record - "Allocations officer central to monitoring attendance is in place"	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 6	Documentary analysis	Clinical placements well monitored by CPC's Individual lecturers monitor attendance at lectures "morning and evening" reported to site visit team - "Policies, procedures and disciplinary approaches are used in a partnership approach to ensure minimum E U requirements are met "	Full compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 6	Documentary analysis	"Nurses are central to the course structures that manage the educational programme "	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives	Evidence of nurse education committee which includes key stakeholders	Site visit report p 6	Documentary analysis	"Nurses are central to the course board, academic council, and the exams board "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
of the key stakeholders?					
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 10	Documentary analysis	HETAC criteria in place	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 6	Documentary analysis (quantitative)	Specialist teachers to programme identified at site visit - 6.5 WTE RNT staff - 2 RNT's in training - 1 head of Department	Full compliance
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio- CV's of tutors - PIN numbers of tutors	Site visit report p 6	Documentary analysis	Ratio 1:16 tutor to student ratio achieved - CV's of staff seen by ABA on site visit	Partial compliance
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 6	Documentary analysis	2 of the lecturing staff are studying to obtain their RNT qualification	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	No evidence collected	Documentary analysis	Unknown	Unknown
3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p 6	Documentary analysis	"Link tutor system in operation, links extend across health Board facilities "	Full compliance
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 6	Documentary analysis	Lectures engage in "continuing and in-service education role involved in practice development "	Partial compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found	Documentary analysis	Data not collected	Unknown
3 2 1 15 Are educational resources/facilities (including	Amount and quality of teaching space	Site visit report p 6	Documentary analysis	"Evidence of appropriate educational facilities and	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	<ul style="list-style-type: none"> - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library 			<p>resources within the school of nursing”</p> <ul style="list-style-type: none"> - “There are 3 librarians” - “Across the sites sharing of resources and ease of access” - “From anywhere the student has access to IT ” 	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	<p>Enrolment demographics</p> <ul style="list-style-type: none"> - Exiting criteria - Attrition numbers 	Curriculum p 9 -annual report	Document analysis	<p>“Students will comply with entry requirements of ABA and the CAO”</p> <ul style="list-style-type: none"> - No annual report received for 2002, 2003, 2004 	Partial compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	<p>Congruence with ABA and EU requirements</p> <ul style="list-style-type: none"> - Policy on interruption - Deferral numbers 	Site visit report p 6 - Annual report	Documentary analysis	<p>The policies “ensure minimum E U requirements are met ”</p> <ul style="list-style-type: none"> - No annual report received for 2002, 2003, 2004 	Partial compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be	<p>Congruence with ABA and EU requirements</p> <ul style="list-style-type: none"> - Transfer policy - Transfer numbers 	No evidence found - Annual report	Documentary analysis	<p>Transfer policy not reported</p> <ul style="list-style-type: none"> - No annual report received for 2002, 2003, 2004 	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
completed?					
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p 11 - Site visit report p 7	Documentary analysis	College counselling services, student health services, chaplains and campus sport facilities - Studies advisors provided with both an academic and pastoral responsibility	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report not sent to ABA for years 2002, 2003, 2004	Non compliant
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 55-58, 67; 80, 90-92, 115-116 - Site visit report p 6	Documentary analysis	Programme meets ABA and EU input requirements - 2 nd year main theoretical specialist areas in 3 rd year child care and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties - "Procuring psychiatric placements for the general students was creating a difficulty"	Partial compliance
3 2 2 2 Is the curriculum design and development based on An	Congruence between the programme in	Curriculum p 5-7, 26-118	Documentary analysis	Planning team has ensured that the indicative content	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
Bord Altranais Requirements for Nurse Registration Education Programmes?	<p>action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20</p> <p>- A sound theoretical basis to the curriculum is articulated*</p>	- Site visit report p 7		<p>outlined by ABA (2000) has been addressed in the programme The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) "flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined "</p> <p>- "Evidence based congruent philosophy centralised on caring "</p>	
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	<p>Nursing theory underpins the curriculum</p>	<p>Curriculum p 5-7, 9</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Nurse tutors are course leaders</p> <p>- No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model</p> <p>Core principles include a bio/psycho/social focus on the individual and the care delivered "</p> <p>- "Centralised on caring"</p>	Full compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing	<p>Inclusive curriculum development team</p> <p>- Students are central to curriculum</p>	<p>Curriculum p 7</p> <p>- Site visit report p 7</p>	Documentary analysis	Curriculum development team comprises clinical, management and education expertise	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
education and practice?	evaluation*			- "No formal mechanism exists, evaluation is considered problematic in the HEI"	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development -the curriculum is dynamic, flexible and responsive*	Curriculum p 5-7 - Site visit report p 7	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice - Curriculum is "grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities "	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	Types of strategies include "Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small group work n=13, role play n=10, group discussion n=17, projects n=12, AV n=15	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				- "There is an evidence based linkage between strategies utilised and the content of the module/unit of study "	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 26 - Site visit report p 7	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently - "Eclectic variety of teaching strategies employed "	Full compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing - Reflection is built into the theoretical and clinical components of the programme*	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	The concepts are part of the overall and individual unit learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence - In year 1 "students are introduced to the concept of reflective practice in theory as a teaching strategy "group reflection" and content as "the nature of reflection, reflection and nursing, reflective journals and diaries " - Students are "allocated 4	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements ” - “A collaborative exercise to link theory and practice ”	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	Curriculum design ensures clinical and theoretical learning measured - Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)	Curriculum p 9, 10, 12-16, appendix 1	Documentary analysis	The aim of the course “is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system ” - The learning outcomes are those of ABA 2000 p 13	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation to • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of	Internal quality assurance mechanism in place	Site visit report p 7, 8	Documentary analysis	“Internal quality assurance is in place through Clinical audit tool every 2 years” - “Students expressed concern regarding their placements within the large geographic area of the region ” - There is evidence of the support given to staff in the clinical areas to access further education	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
all practice staff, <ul style="list-style-type: none"> • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 					
3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange	No evidence found	Documentary analysis	No evidence	Unknown
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p 44-46, 67-70, 90-92, 115-118 - Site visit report p 8	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric, care of the elderly) - Additional placements occur in other health Board sites that	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - "Staff advocates a philosophy based on caring, competence, commitment and respect" - "The Activities of Daily Living model is utilised A modified form of team nursing is employed"	
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 8	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met - Clinical audit tool requested by ABA	Partial compliance
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Philosophy of education	Curriculum p 13, 44-46, 67-70, 90-92, 115-118	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice - Progressive development included in the expectations of each clinical placement	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 24 - Site visit report p 8	Documentary analysis	opportunity Week 15	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p 8	Documentary analysis	Objectives available in each clinical area visited by team - "Care planning documentation was reviewed in 1998 and is audited annually "	Full compliance
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes -	Site visit report p 7	Documentary analysis	Learning outcomes were jointly "evident within the curriculum and in each clinical site visited" - "Evidence of clinical staff central to the development of clinical learning objectives/outcomes"	Full compliance
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning	Number of CPC's - Student identify CPC's	Site visit report p 12	Documentary analysis	"A named CPC is linked to every internal and external placement " - No number of CPC's found	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
environment?					
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 12	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident - "Evident through dialogue with clinical staff throughout the hospital "	Full compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 12	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - "Always 1 1 ratio" - 2 there are usually 3 students per shift there are usually 4 registered nurses in the am and 3 in the pm"	Full compliance
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> Provide feedback on student progress Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as 	Types and amount of assessments - Progression criteria	Curriculum appendix I, II p 12-16, 20-24	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
appropriate?					
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Curriculum p 12-16, 20-24, Appendix I	Documentary analysis	The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)	Partial compliance
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p 12-16, 20-24, appendix I	Documentary analysis	“The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area ” - Exams include multiple choice questions, short answer questions,, critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 10	Documentary analysis	Extern supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p 15-16 - Site visit report p 10	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Pass mark theoretical 40%	Full compliance
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 13, 16	Documentary analysis	Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme "	Full compliance
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 20-23	Documentary analysis	"No compensation may be exercised from, or to, subject Taught Clinical Placement "	Full compliance
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution	Individual student record captures the student achievements for registration	Site visit report p 6	Documentary analysis	Student record is maintained by Allocations Officer in the HEI with input from the health care institution	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	purposes				
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 6 - Curriculum p 16	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum - "Ensure minimum E U requirements are met "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the H E I - CV's of the extern examiner	Site visit report p 10	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> Are registered nurses with professional qualifications appropriate to the registration programme being examined, Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, Have experience in examining and assessing registration students, Have experience in the development, management, delivery and evaluation of registration programmes, Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes -CV's of the externs</p>	<p>Site visit report p 10</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>

College ID No 11

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8,16, 20-118 - Site visit report p 5	Documentary analysis (quantitative) descriptive statistics	Theory 1950 contact hrs 4000 effort hrs 5950 total hrs Clinical 3008 hrs Total 8958 hours See sheet 11	Full compliance with the standard although the contact hours and effort hours should be noted This programme as presented requires the student in the 148 weeks to devote 60 5 hours a week, between contact and effort, to the programme - There is a discrepancy from the sheet p 8 (450 ³ hours) and 3 rd year p 22 ⁺ &72 &72-89 (360 hours taught)
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss- and implement changes	Curriculum p 7, 17, 18 - Site visit report p 5	Documentary analysis (qualitative and quantitative)	- "A national approach to curriculum development was adopted in the development of this curriculum" (6 sites) - Course committee reported by site visit team with "representation from college, nurse education, management and clinical staff" - "Agreement to any major amendments will be obtained from (accrediting	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				body) ” - “Site visit team was provided with a detailed breakdown of the local, regional and national committee structures in place ”	
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 5	Documentary analysis (quantitative)	Database kept by the institute of individual student record - “A coordinated and comprehensive recording system is in place ”	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 5	Documentary analysis	Clinical placements well monitored by CPC’s Individual lecturers monitor attendance at each lecture reported to site visit team - “The commitment of this standard is strengthened by the policy document given to all students ”	Full compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 5	Documentary analysis	Committees include a regional consultative committee, a local tripartite group, curriculum group, course board, strategic management/steering committee and a hospital based education committee ” - “Structure, terms of	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				reference and membership were evident "	
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Site visit report p 5	Documentary analysis	Course committee in situ - "Representation from college, nurse education, management and clinical staff"	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 10	Documentary analysis	HETAC criteria in place	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 5, 6	Documentary analysis (quantitative)	CV's of staff requested by ABA - Specialist teachers, multidisciplinary health care professionals provide input to the programme as identified at site visit - Number of tutors not identified	Partial compliance
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio- CV's of tutors - PIN numbers of tutors	Site visit report p 5	Documentary analysis	Ratio 1:18 tutor to student ratio achieved - CV's of staff requested by ABA on site visit	Partial compliance
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of	Site visit report p 5, 6	Documentary analysis	Unknown from documentation	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	nurses - Further educational development plan of staff				
3.2.1.11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	No evidence collected	Documentary analysis	Unknown	Unknown
3.2.1.12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p. 6	Documentary analysis	Nurse lecturers/tutors have a link tutor role in operation	Partial compliance
3.2.1.13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p. 8	Documentary analysis	"Currently teaching and assessing and degrees for nurses are offered." - "A regional programme exists"	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
and credibility identified?					
3 2 1 15 To the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found	Documentary analysis	Data not found	Unknown
3 2 1 16 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report p 6	Documentary analysis	<p>"A comprehensive library resource is available within the campus A librarian is assigned to address nursing Space, hardcopy resources and IT/educational resources within the library and the campus are excellent "</p> <p>- "A full and comprehensive list of journals specific to the programme was presented to the team "</p> <p>- "Well supplied practice suite and adequate teaching, meeting and office space "</p> <p>- "Comprehensive range of audio-visual support resources "</p>	Partial compliance
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p 9 - Annual report -2004	Document analysis	<p>"Students will comply with entry requirements of ABA and the CAO"</p> <p>- 2 withdrawals in 2002-2003</p>	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
conditions for students exiting the educational programme before completion explicit?					
3.2.1.17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferred numbers	Site visit report p.6 - Annual report -2004	Documentary analysis	No deferrals reported - "Data is collated and tabulated weekly"	Partial compliance
3.2.1.18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will be completed?	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Annual report -2004	Documentary analysis	2 transfers accepted in 2004	Partial compliance
3.2.1.19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p.11 - Site visit report p. 6	Documentary analysis	"Students have full access to the College educational, social and recreational facilities" - "Studies advisors provided with both an academic and pastoral responsibility"	Full compliance
3.2.1.20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external	Annual report received by ABA in February	Annual report 2002-2004	Documentary analysis	Annual report sent to ABA	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
examiner's report to An Bord Altranais?					
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 55-58, 67, 80, 90-92, 115-116	Documentary analysis	Programme meets ABA and EU input requirements - 2 nd year main theoretical specialist areas in 3 rd year child care and paediatrics 20 hours no plan or report available to see the clinical exposure of the students to the specialties	Partial compliance
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	<p>Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20</p> <p>- A sound theoretical basis to the curriculum is articulated*</p>	<p>Curriculum p 5-7, 26-118</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) "flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined "</p> <p>- "curriculum is based on a post-technocratic model emphasising evidence based care "</p>	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered	Nursing theory underpins the	Curriculum p 5-7, 9 - Site visit report	Documentary analysis	Nurse tutors are course leaders	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
nurse tutors, guided by professional nursing knowledge which is evidence/research based?	curriculum	p.8,11		<ul style="list-style-type: none"> - No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model. Core principles include a bio/psycho/social focus on the individual and the care delivered." - "A systematic approach to nursing care is employed utilising this model." 	
3.2.2.4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation*	Curriculum p.7 - Site visit report p. 7	Documentary analysis	Curriculum development team comprises clinical, management and education expertise <ul style="list-style-type: none"> - "Students are part of the course board, they are central to the annual course review." - "Evaluation takes place at end of modules, and placements." 	Partial compliance
3.2.2.5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the	Congruence between the planned activities and the actual programme development -the curriculum is dynamic, flexible and	Curriculum p.5-7 - Site visit report p. 7	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice. <ul style="list-style-type: none"> - Curriculum is "grounded in values and beliefs relating 	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
educational programme?	responsive*			to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities ” - “NEATE report, ABA, policy changes, programme evaluation and research drive the evolution of the curriculum ”	
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117 - Site visit report p 7	Documentary analysis	Types of strategies include “Lectures n=23, tutorials n=10, seminars n=10, practical demonstration n=9, reflective practice n=13, care studies n=13 and simulations n=9, small group work n=13, role play n=10, group discussion n=17, projects n=12, AV n=15 - “Students will be expected to reflect upon their own practice and the theoretical	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				<p>issues relevant to it ”</p> <ul style="list-style-type: none"> - Clinical placements use “supervised practice, role modelling, ward report, care plans, case conferences, clinical rounds, multi-disciplinary team meetings, peer group teaching, recording of critical incidents, clinical supervision, preceptorship, supervised ward management ” - “Selected as appropriate to the subject, the student and teacher and the context in which the learning is taking place ” 	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	<p>Curriculum p 11, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently</p> <ul style="list-style-type: none"> - “A wide range of strategies including teacher and student centred approaches reflecting the educational philosophy is employed across the programme ” 	Full compliance
3 2 2 8 How does the curriculum equip the student with a level	Congruence of the objectives of the	Curriculum p 11, 27, 30, 24, 27, 40, 42, 45,	Documentary analysis	The concepts are part of the overall and individual unit	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
of knowledge, research awareness and critical analysis?	<p>programme with the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing</p> <p>- Reflection is built into the theoretical and clinical components of the programme*</p>	<p>50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117</p> <p>- Site visit report p 7</p>		<p>learning outcomes and assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <p>- In year 1 "students are introduced to the concept of reflective practice in theory as a teaching strategy</p> <p>- Students are "allocated 4 hours per week protected time-out from service delivery for reflection and clinical supervision during supernumerary and rostered placements "</p> <p>- "A variety of models of reflection are utilised "</p> <p>- "Students utilise a model of their choice to complete some theoretical assessment "</p>	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of</p>	<p>Curriculum appendix 1 p 9, 10, 11, 12-16, 27, 30, 24, 27, 40, 42, 45, 50, 53, 58, 61, 64, 65, 67, 74, 76, 80, 83, 88,95, 98, 102, 106, 110, 117</p>	Documentary analysis	<p>Clinical and theoretical learning are assessed through continuous assessment and final examination for the 5subject areas in each of the 4 years of the programme In</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
	ABA 2000 p 13 (sheet X)			<p>addition to the identified written assignment and exam there is a written case study, research critique, literature review, research proposal Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <p>- The aim of the course “is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system ”</p> <p>- The learning outcomes are those of ABA 2000 p 13</p>	
<p>3 2 2 10 Have quality assurance indicators been identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing 	Internal quality assurance mechanism in place	Site visit report p 7, 8	Documentary analysis	<p>“Evidence of quality indicators across most dimensions of the programme Educational audit tool utilised within all clinical placements ”</p> <p>- Booklet of further education “based on local needs analysis” produced annually</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
professional development of all practice staff; <ul style="list-style-type: none"> • Availability of mechanisms for student support, supervision and assessment; • Availability of mechanisms for educational and clinical audit. 					
3.2.2.11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement 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 this need to be approved by An Bord Altranais. Are criteria and mechanisms for international exchange students explicit?	Criteria and structure for student exchange	No evidence found		No evidence	Unknown
3.2.3.1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p. 44-46, 67-70, 90-92, 115-118. - Site visit report p. 7, 8, 11	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric, care of the elderly) - Additional placements	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				<p>occur in other health Board sites that were visited by the ABA team to be approved</p> <ul style="list-style-type: none"> - Objectives of placements reflective of ABA objectives - "A systematic approach to nursing care is utilised with the Roper Logan and Tierney model of nursing care" - "Focussed care planning is employed to enhance the social and psychological dimensions of the programme" 	
3 2 3 2 Does 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?	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 7	Documentary analysis	<p>Practice placements selected to ensure that programme learning outcomes are met</p> <ul style="list-style-type: none"> - Clinical audit tool seen by ABA 	Partial compliance
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	<p>Complement of learning between theory and practice</p> <ul style="list-style-type: none"> - Philosophy of education 	<p>Curriculum p 13, 44-46, 67-70, 90-92, 115-118</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme</p> <p>Placement in the practice setting is considered central to students' examination of the relevance and</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
				applicability of content explored in class to practice - Progressive development included in the expectations of each clinical placement opportunity - "Learning is viewed as a life-long process, it is seen as a participative active and an enabling/empowered process"	
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 24 - Site visit report p 8	Documentary analysis	Week 10	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning outcomes/objectives revised as necessary?	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p 11	Documentary analysis	Objectives available in each clinical area visited by team - "Modified team nursing in existence"	Full compliance
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to	Congruence between student and clinical staff related to expected outcomes	Site visit report p 8, 11	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered teaching and assessing course	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
that clinical placement?				- "Student orientation is provided"	
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p 13	Documentary analysis	Students identified CPC as good support -number of CPC's not identified	Partial compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 13	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident - "the emphasis is on learning and the primacy of learning through doing"	Full compliance
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 13	Documentary analysis	The ratio varied ITU no problem, A+E there was a problem with too many students being allocated (6), surgical wards indicated largely 1:1 but at times could go to 5:6	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum appendix I, II p 12-16, 20-24	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p 10 - Curriculum p 12-16, 20-24 appendix I	Documentary analysis	The degree/registration programme 5 subject areas that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)	Partial compliance
3 2 4 3 Do the assessments measure the integration and application	Congruence of the assessment philosophy	Curriculum p 12-16 - Site visit report p	Documentary analysis	"The choice of subject assessment methods and	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	with the learning outcomes - Type and variety of assessment strategies	10		schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area.” - Exams include multiple choice questions, short answer questions, essay questions, critique of research papers. Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work.	
3.2.4.4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p. 10	Documentary analysis	“Internal moderation employed, prior to external examination. Scripts and assignments are also sent to extern for approval”	Full compliance
3.2.4.5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p.15-16 - Site visit report p. 10	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Theoretical pass mark 40%	Full compliance
3.2.4.6 Are assessment regulations relating to compensation,	Existence of assessment regulations	Curriculum p.13, 16 - Site visit report p.	Documentary analysis	Curriculum states “successful progression	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Collection/Analysis	Findings	Judgement
supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?		10		requires the student to be deemed clinically competent at each stage of the programme."	
3.2.4.7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p.20-23	Documentary analysis	No compensation may be exercised from, or to, taught Clinical Placement	Full compliance
3.2.4.8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p. 5	Documentary analysis	Student record is maintained by Allocations Officer in the HEI with input from the health care institution	Full compliance
3.2.4.9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p. 5 - Curriculum p.16	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the H E I - CV's of the extern examiner	Site visit report p 10	Documentary analysis	Site visit reports evidence was supplied to the team - CV's of extern requested by ABA	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 10	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgements
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in—examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p 10</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team</p> <p>- ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>

College ID No 12

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8, 25-99 - Site visit report p 5	Documentary analysis (quantitative) descriptive statistics	Theory 1182 contact hrs 1029 effort hrs 2211 total hrs Clinical 2901 hrs Total 5112 hours See sheet 12	Full compliance with the standard
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum appendix II, p 24 - Site visit report p 5	Documentary analysis (qualitative and quantitative)	A BSc Steering Committee exists - A programme evaluation structure is outlined which identifies an Annual Course Management Meeting, Staff and Student Consultative Committee and the BSc Steering Committee - Site Visit report states "challenges existed in relation to change and the differing perspectives within the partnership"	Partial compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 5	Documentary analysis (quantitative)	"Data is centralised in the School of Nursing"	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 5	Documentary analysis	Clinical placements well monitored by CPC's - "currently recording student attendance occurs informally within the college "	Partial compliance
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 5 - Curriculum p 17, 24	Documentary analysis	"A Course Management Team" meets to co-ordinate and manage the programme "this will advise on the integration of each element of the programme and seek to encourage the continuing review and development of the programme "	Full compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Site visit report p 5 Curriculum appendix II, p 17	Documentary analysis	Course Management Team in situ "full representation of all interests " - "Several hospital-based committees operate to manage the programme "	Partial compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 10 - Curriculum p 17	Documentary analysis	University criteria in place in the Handbook of Academic administration	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional	Diversity of staff - Staff to faculty ratio - Number of registered nurse	Site visit report p 5, 13	Documentary analysis (quantitative)	CV's of staff requested by ABA - Specialist teachers to programme identified at site visit	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
and academic level?	staff - CV's of lecturers			- "Interdepartmental, lecturers from the department of life sciences, sciences, maths, government and society, psychology and philosophy" - 1 head of Department - "List of nurse lecturers to be forwarded to ABA"	
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio-CV's of tutors - PIN numbers of tutors	Site visit report p 5, 13	Documentary analysis	Ratio of tutor to student ratio not reported - CV's of staff requested by ABA on site visit	Unknown compliance
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report p 5, 13	Documentary analysis	Unknown - CV's requested by ABA	Unknown
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with	Credentials and expertise of nurse teaching staff - Diversity of	Site visit report p 13	Documentary analysis	Unknown - no evidence collected - CV's requested	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
appropriate professional, academic qualifications and teaching expertise in the subject matter?	experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses				
3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p 12	Documentary analysis	"A named link tutor linked to each clinical area"	Partial compliance
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report p 12	Documentary analysis	Link tutors system utilised	Partial compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	No evidence found		Data not collected	Unknown
3 2 1 15 Are educational resources/facilities (including library,	Amount and quality of teaching space - Class size	Site visit report p 6	Documentary analysis	"There is a large modern library with an extensive nursing section within the	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	<ul style="list-style-type: none"> - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library 			<p>college ”</p> <p>-“Access to relevant databases”</p> <p>-“Students have full access to the educational, social and recreational and support services within the college ”</p> <p>-“IT and Audio visual and other aids are available ”</p>	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	<p>Enrolment demographics</p> <ul style="list-style-type: none"> - Exiting criteria - Attrition numbers 	<p>Curriculum p 15, 16</p> <ul style="list-style-type: none"> - Annual report 2002, 2003 	Document analysis	<p>“Students will comply with entry requirements of ABA and the CAO ”</p> <ul style="list-style-type: none"> - 3 students left the programme in 2002 	Full compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	<p>Congruence with ABA and EU requirements</p> <ul style="list-style-type: none"> - Policy on interruption - Deferral numbers 	<p>Site visit report p 6</p> <ul style="list-style-type: none"> - Annual report 2002, 2003 	Documentary analysis	<p>“Some confusion exists in relation to the ‘42 days’”</p> <ul style="list-style-type: none"> - No deferrals reported to ABA 	Non compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the	<p>Congruence with ABA and EU requirements</p>	<p>Annual report 2002, 2003</p>	Documentary analysis	<p>Transfer policy nor numbers not reported</p>	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
educational programme leading to registration will be completed?	- Transfer policy - Transfer numbers				
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p 20 - Site visit report p 8	Documentary analysis	College counselling services, student health services, chaplains and campus sport facilities - "Students are allocated to Registered nurses and are supported by CPC's" - "It is incumbent upon the educators to support these learners within a student centred approach "	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report	Documentary analysis	Annual report sent to ABA for the intakes of 2002, 2003	Full compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 8, 9, 10, 11, 12 - Site visit report p 8	Documentary analysis	Programme meets ABA and EU input requirements - "Skills necessary for providing a holistic approach to caring for patients/clients " - Emphasis is placed in the four year descriptors on	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				<p>“they can acquire the skills of critical analysis, problem-solving, decision-making, reflective skills, and abilities essential to the art and science of nursing ”</p> <p>- Main theoretical specialist areas in 3rd year child care and paediatrics, maternity, older-person, mental health</p> <p>4th year teaching includes critical care nursing and internship of rostered placement - clinical exposure of the students to the specialties occurs during supernumerary placements</p>	
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	<p>Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20</p> <p>- A sound theoretical basis to the curriculum is articulated*</p>	Curriculum p 18-20, 25-99	Documentary analysis	<p>Curriculum states “the eclectic approach (Wiles and Bondi 2002, Nurse Education Forum 2000, & Beattie 1987) acknowledges the ethos of adult learning while meeting the standards and requirements of ABA ensured the acquisition of professional competencies at point of registration ”</p> <p>- The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				(2000) “flexibility, eclecticism, transferability and progression, evidence based practice and shared learning” are outlined	
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Curriculum p 20, 21 - Site visit report p 7	Documentary analysis	Nurse tutors are course leaders - Nursing theories of Orem and King identified as framing the curriculum at site visit but not in curriculum document - “Practice is based on the best available evidence ” - “The nursing process is integral to planning care and practice delivery ” - “Spiral model”	Partial compliance
3 2 2 4 Does the curriculum development team comprise representative members of key stakeholders in nursing education and practice?	Inclusive curriculum development team - Students are central to curriculum evaluation*	Curriculum appendix II, p 17, 23, 24 - Site visit report p 7	Documentary analysis	Students not identified in course management arrangements but are involved in programme evaluation at the Staff and Student Consultative Committee which feeds into the evaluation structure - “End of module and end of semester evaluation ”	Full compliance
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration	Congruence between the planned activities and the actual programme	Curriculum p 5-7 - Site visit report p 3	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	<p>development</p> <p>- The curriculum is dynamic, flexible and responsive*</p>			<p>theory and practice</p> <p>- Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities ”</p>	
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner and to equip students with the life-long skills for problem-solving and self-directed learning?	Types of teaching learning strategies	<p>Curriculum p 18, 26-99</p> <p>- Site visit report p 7</p>	Documentary analysis	<p>Curriculum states “teaching and learning strategies which promote evidence-based practice through research, critical thinking, and reflection ”</p> <p>- “Strategies are determined within college based on subject matter and group/class size ”</p> <p>“Lectures, tutorials, practical demonstrations and supervised practice are the dominant strategies within college ”</p> <p>Each module identifies the</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				same range of teaching strategies so it cannot be determined from the curriculum which ones are most widely used In addition to the above strategies include, discussion, seminars, reflective practice, group work, small group teaching, enquiry-based learning, SDL, role play, audio visual, laboratory and reading	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 18, 26-99 - Site visit report p 7	Documentary analysis	The breakdown of strategies is not explicit in the curriculum - “College has Dean of Teaching and Learning ”	Partial compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge, research awareness and critical analysis?	Congruence of the objectives of the programme with the aims of critical analysis, problem solving, decision making, reflective	Curriculum p 9,10,11,12, 18, - Site visit report p 7	Documentary analysis	The concepts are part of the curriculum design - “Critical analysis technique is employed ” - The concepts are articulated associated with the clinical placements	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
	<p>skills and the art and science of nursing</p> <p>- Reflection is built into the theoretical and clinical components of the programme*</p>			content	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>	Curriculum p 26-99	Documentary analysis	<p>Clinical and theoretical learning are assessed through continuous assessment and final examination for the 6 modules in each of the 2 semesters of the 4 year programme In addition to the identified written assignments and examinations there is a written case study, research critique, literature review, research proposal Taught clinical placement is assessed through a workbook and a project for each of the four years</p> <p>- The learning outcomes are those of ABA 2000 p 13</p>	Full compliance
3 2 2 10 Have quality assurance indicators been identified and measured in relation	Internal quality assurance mechanism in place	Site visit report p 7	Documentary analysis	- "Within the college each programme undergoes a rigorous process through different stages "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 				- "Through the department, academic review committee and academic council Student structures evaluation process, external examiner process and the course management team meetings act as quality safeguards "	
3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement for a maximum period of twelve weeks duration Clinical placements are based in institutions approved by the competent authority of the	Criteria and structure for student exchange	No evidence found	Documentary analysis	No evidence	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
Member State Any exception to this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?					
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Site visit report p 8, 11	Documentary analysis	One large general hospital associated with the HEI - Specialist placements in established approved hospitals (psychiatric, care of the older person) - Additional placements occur in other health Board sites that were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - "The nursing process is utilised with the Roper Logan and Tierney model of nursing care Evidence of modified team nursing and the utilisation of patient allocation evident "	Full compliance
3 2 3 2 Does the selection of areas for clinical practice experience reflects the scope of the health care settings and supports the achievement of the learning	Capacity of the clinical audit tool to support an effective clinical learning environment of the placement site	Site visit report p 8	Documentary analysis	Practice placements selected to ensure that programme learning outcomes are met - Clinical audit tool requested by ABA	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
outcomes of the educational programme?					
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Philosophy of education	Curriculum p 9, 10, 11, 12 - Site visit report p 8, 11	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice - "The hospital is a very busy regional hospital with a broad range of patient care experience available for students "	Full compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 8	Documentary analysis	Week 10	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p 11	Documentary analysis	Objectives available in each clinical area visited by team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
learning outcomes/objectives revised as necessary?					
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p 8	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, and nurse lecturers - "Available access and support for continuing professional development "	Full compliance
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report p 12	Documentary analysis	Students identified CPC as good support - Number of CPC's not identified - Staff "welcomes students who they indicate contribute to shared learning "	Partial compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report p 12	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident - "There is a sense of the desire of clinical staff wanting to contribute to shared learning "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 12	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - Ratio of 1 1 is achieved - Students report satisfaction with clinical support they receive	Full compliance
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum p 16, 17 - Site visit report p 10	Documentary analysis	Assessments plan explicit in the programme - Progression criteria explicit - “Each module has its own formal continuous and summative assessment strategy ” - “Each student receives an evaluation/feedback sheet concerning their work A taxonomy based on the work of Bloom is employed ”	Full compliance
3 2 4 2 Are assessments, including final assessment, based on a variety of strategies which are aligned with the subject area, practice setting, and stage of the	Type and timing of assessments - Match of assessments to outcome expectations	Site visit report p 10 - Curriculum p 16, 17, 31, 32, 33, 35, 38, 39, 41, 43, 42, 45, 47, 48, 51, 53,	Documentary analysis	The degree/registration programme outlines main assessment points and strategies There are a range of examination or assignments for each of the	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
educational programme and expected learning outcomes?		55, 56, 57, 59, 61, 62, 65, 67, 69, 71, 73, 74, 75, 77, 79, 81, 82, 83, 84, 85, 87, 88, 89, 90, 92, 94, 96		28 modules of the programme not including the 9 clinical modules. The clinical modules are all assessed using competence assessment. The other strategies are exam (n=14), continuous assessment e.g. presentation or group seminar (n=7), MCQ (n=6), laboratory (n=3), essay (n=4), project (n=4) which includes 10,000 word research project, reflective practice is identified once and clinical skills is typically associated with another assessment strategy and attributes 10% of the weighting of the module and is cited 7 times.	
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	-curriculum p 16, 17, 31, 32, 33, 35, 38, 39, 41, 43, 42, 45, 47, 48, 51, 53, 55, 56, 57, 59, 61, 62, 65, 67, 69, 71, 73, 74, 75, 77, 79, 81, 82, 83, 84, 85, 87, 88, 89, 90, 92, 94, 96 -site visit report p 10	documentary analysis	-“A variety of strategies will be used for assessments, which will be contextualised in practice” - Exams include multiple choice questions, short answer questions, essay questions, critique of research papers. Course work will include essays, nursing care plans, critical incident analysis, research	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				proposal and the submission of work	
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 10	Documentary analysis	Site visit team supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum p 17	Documentary analysis	Grading criteria included in "Handbook of Academic Administration "	Full compliance
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 17 - Site visit report p 10	Documentary analysis	Curriculum states "students will be assessed on whether competence has been achieved within clinical practice and are deemed to be either competent or not competent, and will be graded on a pass/fail basis "	Full compliance
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 16 - Site visit report p 10	Documentary analysis	"There is no compensation between theory and practice "	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 4 8 Is there a mechanism whereby records maintained by the third level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	Individual student record captures the student achievements for registration purposes	Site visit report p 10	Documentary analysis	"Explicit and specifies that students must meet all the requirements of the programme "	Full compliance
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 10 curriculum p 17	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the H E I - CV's of the extern examiner	Site visit report p 10, 13	Documentary analysis	Site visit reports evidence was supplied to the team - CV's requested by ABA	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 10 - Curriculum p 17	Documentary analysis	Site visit reports evidence supplied to the team - External examination will "examine and moderate assessment instruments and grades and will be guided by the HEI rules"	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes</p> <p>- CV's of the externs</p>	<p>Site visit report p 10, 13</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team</p> <p>- ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>

College ID No 13

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 1 Are all statutory and regulatory requirements of An Bord Altranais and European Directives met?	Congruency with the required number of hours Theory & Clinical instruction	Curriculum p 8,16, 20-118 - Site visit report p 46	Documentary analysis (quantitative) descriptive statistics	Theory 1950 contact hrs 4000 effort hrs 5950 total hrs Clinical 3008 hrs Total 8958 hours See sheet 13	Full compliance with the standard although the contact hours and effort hours should be noted This programme as presented requires the student in the 148 weeks to devote 60 5 hours a week, between contact and effort, to the programme - There is a discrepancy from the sheet p 8 (450 hours) and 3 rd year p 22 & 72 & 72-89 (360 hours taught)

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 2 Is there a mechanism for the third level institution and health care institution to respond to change effecting professional, educational, health, social and economic issues?	Committee to discuss and implement changes	Curriculum p 7, 17, 18 - Site visit report p 46	Documentary analysis (qualitative and quantitative)	<p>“A national approach to curriculum development was adopted in the development of this curriculum” (6 sites)</p> <p>- Course committee reported by site visit team with “representation from college, nurse education, management and clinical staff”</p> <p>- “Agreement to any major amendments will be obtained from (accrediting body) ”</p> <p>- “Every year the institute undertakes a review of its courses”</p>	Partial compliance
3 2 1 3 Do the third level institution and health care institution keep appropriate records including records for the conferment of professional and academic awards?	Individual student record of achievements	Site visit report p 46	Documentary analysis (quantitative)	<p>Database kept by the institute of individual student record</p> <p>- “The Allocations Liaison Officer collates the clinical attendance information is amalgamated into one central record of attendance”</p>	Full compliance
3 2 1 4 Is the process for monitoring student attendance declared?	Monitoring process of student attendance in situ	Site visit report p 46	Documentary analysis	<p>Clinical placements well monitored by CPC’s</p> <p>- “Daily record of theoretical attendance”</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 5 Is the organisational structure supporting the management of the educational programme explicit?	Programme management structure is known by key stakeholders	Site visit report p 46	Documentary analysis	"Committee representation evident"	Partial compliance
3 2 1 6 Is there a third level institution and health care institution nurse education committee, which includes representatives of the key stakeholders?	Evidence of nurse education committee which includes key stakeholders	Site visit report 2 p 4	Documentary analysis	Local Joint Working group committee in situ - "Representation from college, nurse education, management and clinical staff"	Full compliance
3 2 1 7 Does the HEI make the role of the external examiner explicit in relation to the educational programme?	Expectations of the role of the external examiner are articulated	Site visit report p 49	Documentary analysis	HETAC criteria in place	Full compliance
3 2 1 8 Is the staff resource supporting the delivery of the educational programme at the stated professional and academic level?	Diversity of staff - Staff to faculty ratio - Number of registered nurse staff - CV's of lecturers	Site visit report p 46 - Site visit report 2 p 3	Documentary analysis (quantitative)	CV's of staff requested by ABA - Specialist teachers to programme identified at site visit - 2 RNT's - 1 head of Department - Recruitment on-going	Partial compliance
3 2 1 9 Is the ratio of registered nurse/midwife tutors to students (excluding Principal Tutors) 1:15?	Tutor to student ratio-CV's of tutors - PIN numbers of tutors	Site visit report p 46	Documentary analysis	Ratio 1:15 tutor to student ratio not reported - CV's of staff requested by ABA on site visit	Non compliant

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 10 Are the nursing/midwifery tutors without a teaching qualification employed for a maximum period of one year prior to commencing a teachers preparation programme leading to a qualification which satisfies the requirements for entry to the tutors division of the register maintained by An Bord Altranais?	Credentials of nurse teaching staff - CV's of nurses - PIN numbers of nurses - Further educational development plan of staff	Site visit report 2 p 3	Documentary analysis	"A degree of concern was expressed in relation to members of staff employed on a temporary or pro-term basis "	Non compliant
3 2 1 11 Are nursing/midwifery subjects developed and taught by registered nurses/midwives with appropriate professional, academic qualifications and teaching expertise in the subject matter?	Credentials and expertise of nurse teaching staff - Diversity of experience of staff - Number of permanent staff - CV's of nurses - PIN numbers of nurses	Site visit report p 46	Documentary analysis	Teaching staff coordinates modules ad programmes at pre-registration level "	Full compliance
3 2 1 12 To what extent are registered nurse/midwife tutors involved in clinical practice and its development?	Staff have identified clinical practice links	Site visit report p 46	Documentary analysis	Nurse lecturers/tutors responsible for delivering the theoretical component of the programme "operate a link lecturer system reported as weak in some areas an non-existent in others "	Partial compliant

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 1 13 Is a mechanism for staff development which prepares staff to deliver the educational programme including the provision for maintaining nursing/ midwifery expertise and credibility identified?	Type of mechanism for assuring continued competence of staff - Staff development plan - Conference budget - Research activity	Site visit report 2 p 3	Documentary analysis	One lecturer is “completing a masters degree to register as a nurse tutor ”	Partial compliance
3 2 1 14 Do the third level institution and health care institution provide administrative and clerical support for all educational activity?	Number of administrative and clerical support personnel	Site visit 2 p 3	Documentary analysis	“There was satisfaction expressed in relation to the administrative support provided this had been a concern”	Full compliance
3 2 1 15 Are educational resources/facilities (including library, computer, audio-visual & accommodation) provided to meet the teaching and learning needs of the programme by the third level institution and health care institution?	Amount and quality of teaching space - Class size - Amount and type of office space - Quality of nursing resource lab(s) - Quality of computer lab(s) - Quality and quantity of nursing resource material in the library	Site visit report 2 p 1, 2	Documentary analysis	“33 different hard copy nursing and health journals available ” - “Recently received €34,000 worth of books for the nursing programme” - “Ratio of 1 PC to 5 students exists across campus” - Library under “pressure to provide additional space” - New clinical skills facility “represents a tremendous, if belated, step forward” - “An update regarding the receipt of anticipated equipment for the clinical	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				skills laboratory is to be furnished to ABA” - “Development of the existing site for the construction of a new department” awaited	
3 2 1 16 Does the mechanism for student admission to the educational programme ensure that the stated entry requirements are met? Are the mechanism and conditions for students exiting the educational programme before completion explicit?	Enrolment demographics - Exiting criteria - Attrition numbers	Curriculum p 9 - Annual report 2003	Document analysis	“Students will comply with entry requirements of ABA and the CAO “ - No attrition reported	Full compliance
3 2 1 17 Following any interruption in the educational programme do the third level institution and the health care institution ensure that the student meets the educational programme requirements?	Congruence with ABA and EU requirements - Policy on interruption - Deferral numbers	Annual report 2003	Documentary analysis	No deferrals reported	Partial compliance
3 2 1 18 Do student transfer arrangements ensure that the full requirements of the educational programme leading to registration will	Congruence with ABA and EU requirements - Transfer policy - Transfer numbers	Annual report 2003	Documentary analysis	No Transfers reported	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
be completed?					
3 2 1 19 Is the mechanism for student support in relation to student services, facilities and academic guidance is explicit?	Type of support available	Curriculum p 11 -Site visit report 2 p 1, 2	Documentary analysis	Library, IT and clinical skills only reported - Tutors provide support as academic advisors	Full compliance
3 2 1 20 Do the third level institution and health care institution provide an annual report on the educational programmes including the external examiner's report to An Bord Altranais?	Annual report received by ABA in February	Annual report 2003	Documentary analysis	Annual report sent to ABA in 2004	Partial compliance
3 2 2 1 Are all statutory and regulatory requirements of An Bord Altranais and European directives are adhered to?	Programme in action meets ABA and EU requirements in respect of clinical instruction included ABA 2000 p 22	Curriculum p 55-58, 67, 80, 90-92, 115-116 - Site visit report p 51	Documentary analysis	Curriculum attests it meets ABA and EU input requirements - 2 nd year main theoretical specialist areas in 3 rd year child care and paediatrics 20 hours - Programme is dependant on a large number of external placements to achieved the required experiences of a registration programme	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 2 2 Is the curriculum design and development based on An Bord Altranais Requirements for Nurse Registration Education Programmes?	Congruence between the programme in action and ABA and EU requirements in respect of indicative content ABA 2000 p 18-20 -a sound theoretical basis to the curriculum is articulated*	Curriculum p 5-7, 26-118	Documentary analysis	Planning team has ensured that the indicative content outlined by ABA (2000) has been addressed in the programme The curriculum identifies that the programme has been shaped by the recommendations of the Nursing Education Forum (2000) "flexibility, eclecticism, transferability and progression, evidence based practice and shared learning are outlined "	Full compliance
3 2 2 3 Is the curriculum design and development, led by registered nurse tutors, guided by professional nursing knowledge which is evidence/research based?	Nursing theory underpins the curriculum	Curriculum p 5-7, 9 - Site visit report p 47	Documentary analysis	Nurse tutors are course leaders - No particular nursing theory identified which underpins the curriculum as the document states "the diverse nature of nursing disciplines involved militated against adopting an explicit curriculum model Core principles include a bio/psycho/social focus on the individual and the care delivered "	Partial compliance
3 2 2 4 Does the curriculum development team comprise representative	Inclusive curriculum development team	Curriculum p 7 - Site visit report p 48	Documentary analysis	Curriculum development team comprises clinical, management and education	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
members of key stakeholders in nursing education and practice?	- Students are central to curriculum evaluation*			expertise - “Evaluation of modules and the programme occurs There is no formal evaluation of the clinical areas and this would be welcomed by clinicians “	
3 2 2 5 Is the curriculum strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects over the educational programme?	Congruence between the planned activities and the actual programme development - The curriculum is dynamic, flexible and responsive*	Curriculum p 5-7 - Site visit report p 47	Documentary analysis	Programme is designed to ensure it is coherent, logically sequenced and facilitates the integration of theory and practice - Curriculum is “grounded in values and beliefs relating to the nature of four fundamental concepts nursing, environment, person and health nursing is considered both an art and a science the nurse practitioner seeks to provide services that meet the preventative, promotional, supportive, curative, rehabilitative and palliative health care needs of families, groups and communities ”	Full compliance
3 2 2 6 Is the curriculum based on a range of teaching-learning strategies to assist the development of a knowledgeable practitioner	Types of teaching learning strategies	Curriculum p 26 - Site visit report p 47	Documentary analysis	Types of strategies in the curriculum include “Lectures, tutorials, seminars, clinical and interpersonal skills,	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
and to equip students with the life-long skills for problem-solving and self-directed learning?				reflective practice groups, use of case studies and simulations, small group work teaching, experiential learning, role play, reading Reflection is a key learning strategy and each student is guaranteed 4 hours of reflective time per week in clinical practice ” - “A full and broad range of teaching methodologies is advocated within the programme ”	
3 2 2 7 Does the curriculum design reflect various methods of teaching/ learning and provide a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work and self-directed study?	Types of teaching / learning strategies	Curriculum p 26 - Site visit report p 47	Documentary analysis	Lecture, discussion group and reflection appear the most favoured strategies with the other strategies employed less frequently - The breakdown of strategies is not explicit in the curriculum - “Concerns regarding the length of the teaching day were raised by the students, these concerns are contrary to the philosophy of the programme”	Partial compliance
3 2 2 8 How does the curriculum equip the student with a level of knowledge,	Congruence of the objectives of the programme with	Curriculum p 12, 13, 36, 37 - Site visit report p	Documentary analysis	-The concepts are part of the overall and individual unit learning outcomes and	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
research awareness and critical analysis?	<p>the aims of critical analysis, problem solving, decision making, reflective skills and the art and science of nursing</p> <p>- Reflection is built into the theoretical and clinical components of the programme*</p>	47		<p>assessment strategies of the programme including formulation of formal essays, nursing care plans, critical incident analysis, research proposal and the submission of work demonstrating competence</p> <p>- "Significant support required in terms of clinical facilitation of this process While this is identified in the curriculum (p 13) it was not experienced in reality students are afforded the time for reflection however in many areas registered nurses find facilitating this difficult "</p>	
3 2 2 9 Does the curriculum design include the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes?	<p>Curriculum design ensures clinical and theoretical learning measured</p> <p>- Knowledge and skill to achieve 2 2 1 of ABA 2000 p 13 (sheet X)</p>	Curriculum p 9, 10, 12-16, appendix 1	Documentary analysis	<p>The aim of the course "is to prepare a competent knowledgeable and accountable practitioner, who can provide holistic, systematic care for individuals and groups in a variety of settings within an increasingly culturally diverse health care system "</p> <p>- The learning outcomes are those of ABA 2000 p 13</p>	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 2 10 Have quality assurance indicators been identified and measured in relation to</p> <ul style="list-style-type: none"> • Sufficient registered practitioners to facilitate the supervision of student nurses, • Research awareness and the application of research findings, • Evidence of continuing professional development of all practice staff, • Availability of mechanisms for student support, supervision and assessment, • Availability of mechanisms for educational and clinical audit 	Internal quality assurance mechanism in place	Site visit report p 47, 48	Documentary analysis	<p>Internal quality assurance is in place through evaluation, course management team and curriculum development team Clinical audit tool awaited by ABA</p> <ul style="list-style-type: none"> - There is evidence of support given to staff in the clinical areas to access further education but it is at a “developmental stage” - Limited support from nurse academics/lecturers in terms of clinical experience/learning in practice 	Partial compliance
3 2 2 11 Is there opportunity for the student to experience other European Union health care systems in a clinical placement for a maximum period of twelve weeks duration Clinical	Criteria and structure for student exchange	No evidence found		No evidence	Unknown

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
placements are based in institutions approved by the competent authority of the Member State Any exception to this need to be approved by An Bord Altranais Are criteria and mechanisms for international exchange students explicit?					
3 2 3 1 Are clinical placements based in health care institutions, which are approved by An Bord Altranais?	Type of clinical experience offered congruent with course objectives - Philosophy of nursing congruent with course objectives	Curriculum p 44-46, 67-70, 90-92, 115-118 - Site visit report p 2, 48	Documentary analysis	One general hospital associated with the HEI with 5 other sites used to achieve the experiences required - Specialist placements in a number of sites requiring approval from ABA - Additional placements occur in other health Board sites that were visited by the ABA team to be approved - Objectives of placements reflective of ABA objectives - “The Roper Logan and Tierney model of nursing care” underpins the “standardised care plans ”	Partial compliance
3 2 3 2 Does the selection of areas for clinical practice experience reflects the	Capacity of the clinical audit tool to support an effective	Site visit report p 51	Documentary analysis	“Many clients are over 70 years and are dependent on total nursing care Hospital	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
scope of the health care settings and supports the achievement of the learning outcomes of the educational programme?	clinical learning environment of the placement site			management take the view that this is an acute medical unit" - Clinical audit tool requested by ABA	
3 2 3 3 Is student allocation to clinical placements based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills?	Complement of learning between theory and practice - Philosophy of education	Curriculum p 13, 44-46, 67-70, 90-92, 115-118	Documentary analysis	Curriculum outlines a philosophy and plan whereby taught clinical placements are an integral part of the programme Placement in the practice setting is considered central to students' examination of the relevance and applicability of content explored in class to practice	Partial compliance
3 2 3 4 Is there opportunity for the student to experience direct contact with the patient or client early in the educational programme?	Clinical exposure occurs in the first semester	Curriculum p 24 - Site visit report p 48	Documentary analysis	Week 15	Full compliance
3 2 3 5 Are clearly written learning outcomes/objectives appropriate to the clinical area available to ensure optimal use of valuable clinical experience? Are the learning	Systematic methods of nursing care evident - Clear objectives in each clinical area	Site visit report p 51	Documentary analysis	Objectives available in each clinical area visited by team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
outcomes/objectives revised as necessary?					
3 2 3 6 Are students and all those involved in meeting their learning needs fully acquainted with the expected learning outcomes relating to that clinical placement?	Congruence between student and clinical staff related to expected outcomes	Site visit report p 51	Documentary analysis	Learning outcomes were jointly identified by the nurse practitioners, clinical placement co-ordinators and nurse lecturers All nurses are offered various courses to prepare them for the role of preceptor	Full compliance
3 2 3 7 Do named registered nurse/midwife tutors in liaison with named clinical placement co-ordinators preceptors and registered nursing/midwifery staff guide and support the students in ensuring that the clinical placement provides an optimum learning environment?	Number of CPC's - Student identify CPC's	Site visit report 2 p 3	Documentary analysis	Students identified CPC as good support - Number of CPC's not identified - Some flexibility has been introduced in relation to the specific lecturing hours of staff for improvement in the area of creating worthwhile links with the clinical areas	Partial compliance
3 2 3 8 Is the supernumerary status of the student is explicit (see Appendix I)?	Students not rostered while supernumerary	Site visit report 11	Documentary analysis	Reported that familiarisation with the concept of supernumerary status is evident - "Students complained that they had to complete two assignments while on placement The students felt that their focus tended to be on the assignments	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
				rather than on them maximising all the learning opportunities available ”	
3 2 3 9 Does clinical practice include experience of the 24 hour cycle of patient care? At all times is there sufficient registered practitioners to facilitate the supervision of student nurses? Is the recommended, ratio of one student to one registered practitioner observed?	Students allocated to staff nurse when on rostered duty and rostered to evening and night duty	Site visit report p 52	Documentary analysis	Students report they are assigned to a registered nurse shift by shift - 1 1 ratio - Students report satisfaction with clinical support they receive	Full compliance
3 2 4 1 Are assessments strategically planned and do they function to <ul style="list-style-type: none"> • Provide feedback on student progress • Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the educational programme, as appropriate? 	Types and amount of assessments - Progression criteria	Curriculum appendix II p 12-16, 20-24	Documentary analysis	Assessments plan given to each student at beginning of the programme - Progression criteria explicit - Student must pass both written and practice assessment requirements to progress - Early provisional feedback reported using a structured pro-forma	Full compliance
3 2 4 2 Are assessments, including final assessment, based on	Type and timing of assessments	Site visit report p 49	Documentary analysis	The degree/registration programme 5 subject areas	Partial compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
a variety of strategies which are aligned with the subject area, practice setting, and stage of the educational programme and expected learning outcomes?	- Match of assessments to outcome expectations	- Curriculum p 12-16, 20-24, appendix I		that are assessed each year by continuous assessment and final examination with clinical placement assessed through workbook and project is detailed but the specificity of assignment is not outlined other than to state exam (n=14), assignment (n=15), written case study (n=1), research critique (n=1), literature review (n=1), research proposal (n=1)	
3 2 4 3 Do the assessments measure the integration and application of theory to patient care learned throughout the programme and require the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice?	Congruence of the assessment philosophy with the learning outcomes - Type and variety of assessment strategies	Curriculum p 12-16 - Site visit report p 49	Documentary analysis	“The choice of subject assessment methods and schedules are based upon a number of factors including the hours and credit allocation for the subject and the nature of the subject area ” - Exams include multiple choice questions, short answer questions, essay questions,, critique of research papers Course work will include essays, nursing care plans, critical incident analysis, research proposal and the submission of work	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 4 4 Are the assessment strategies established as reliable and valid measures of learning outcomes?	Extern examiner satisfied with strategy	Site visit report p 49	Documentary analysis	Extern supports the assessment strategy	Full compliance
3 2 4 5 Is there a grading criterion indicating the standard for a pass award required for theoretical and clinical practice assessments? Does the award/grading mechanism acknowledge higher achievements by the student is recorded?	Progressive grading criteria utilised - Pass rate	Curriculum appendix II, p 15-16 - Site visit report p 49	Documentary analysis	Grading criteria included in curriculum and provided to students in handbook - Pass mark practical 40% and project 60% - Pass mark theoretical 40%	Full compliance
3 2 4 6 Are assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the educational programme explicit?	Existence of assessment regulations	Curriculum p 13, 16 - Site visit report p 49	Documentary analysis	Curriculum states "successful progression requires the student to be deemed clinically competent at each stage of the programme "	Full compliance
3 2 4 7 Does the assessment strategy allow compensation between theory and clinical practice components?	Marks and standards do not allow compensation between theory and practice	Curriculum p 20-23	Documentary analysis	No compensation reported	Full compliance
3 2 4 8 Is there a mechanism whereby records maintained by the third	Individual student record captures the student	Site visit report p 46	Documentary analysis	Student record is maintained by Allocations Liaison Officer in the HEI	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
level institution and health care institution demonstrate that each student meets the declared standards of learning outcomes in clinical and theoretical components and is eligible for registration?	achievements for registration purposes			with input from the health care institution	
3 2 4 9 Is eligibility to register with An Bord Altranais based on successful completion of the educational programme and the successful achievement of both the theoretical and clinical assessments?	Individual student record	Site visit report p 46, 49 - Curriculum p 16	Documentary analysis	Eligibility for registration is confirmed from the site visit and the curriculum	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
3 2 5 1 Are external examiners appointed by the third level institution in accordance with specified criteria?	Congruence that Extern appointed according to specific criteria of the H E I - CV's of the extern examiner	Site visit report p 49	Documentary analysis	Site visit reports evidence was supplied to the team	Full compliance
3 2 5 2 Is the role of the external examiner explicit and does it function to <ul style="list-style-type: none"> • Maintain the quality and standards of registration programmes, • Ensure the assessment strategies for theory and practice are reliable and equitable, • Ensure individual students are treated fairly? 	Congruence that the role of the extern is quality assuring the assessment process of the HEI	Site visit report p 49	Documentary analysis	Site visit reports evidence supplied to the team	Full compliance

Sub Questions of the Standard	Indicators	Sources of Data	Methods of Data Analysis	Findings	Judgement
<p>3 2 5 3 Do the criteria for selecting external examiners for nursing studies require they</p> <ul style="list-style-type: none"> • Are registered nurses with professional qualifications appropriate to the registration programme being examined, • Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the registration programme being examined, • Have experience in examining and assessing registration students, • Have experience in the development, management, delivery and evaluation of registration programmes, • Have at least 2 years full-time experience in the area of clinical practice appropriate to the registration programme being examined 	<p>Nursing studies externs are RGN's with 2 years general nursing experience and 3 years teaching experience on general nursing programmes - CV's of the externs</p>	<p>Site visit report p 49</p>	<p>Documentary analysis</p>	<p>Site visit reports evidence supplied to the team ABA requested CV's be forwarded to them</p>	<p>Partial compliance</p>