Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1

Provider name	Hibernia College Dublin
Date of site visit	23 – 24 May, 2017
Date of report	22 June, 2017

Overall recommendations

Principal programme	Title	BSc (Honours) Degree in Nursing in General Nursing
	Award	Bachelor of Science (Honours)
	Credit	240 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions[1] OR Not Satisfactory*	Satisfactory subject to proposed conditions

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[1] Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

Evaluators

Evaluators		
Name	**Role**	**Affiliation**
Billy Bennett	Chair	Letterkenny Institute of Technology
Jennifer Boore	Subject-Matter Expert (Nursing)	Retired – formerly of University of Ulster
Anne-Marie Brady	Subject-Matter Expert (Nursing)	Trinity College Dublin
Margaret Burke	Subject-Matter Expert (Nursing)	Retired – Former Director of Centre of Nurse Education, University Hospital Galway
Craig Collier	Student Nurse	Waterford Institute of Technology
Margaret Edwards	Subject-Matter Expert (Nursing)	Athabasca University, Canada
Laurence Leonard	Subject-Matter Expert (Nursing)	Queens University Belfast
Carmel Mangan	Subject-Matter Expert (Nursing) - Industry	Blackrock Clinic
Pauline Meskell	Subject-Matter Expert (Nursing)	University of Limerick
Ebba Ossiannilsson	Subject-Matter Expert (Online/Blended Learning)	Swedish Association for Distance Education

Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
N/A This will be a blended-learning programme, which will be provided using clinical healthcare placement sites, an online virtual learning environment and face-to-face teaching at Hibernia College and simulated learning environments[5].		

Enrolment interval *(normally 5 years)*	Date of first intake	2018
	Date of last intake	2022
Maximum number of annual intakes	1	
Maximum total number of learners per intake	75	
Programme duration (months from start to completion)	40 months	
Target learner groups	QQI Level 5 Nursing graduates (as set out by NMBI (2016)[6]), Mature students, and leaving certificate students who are interested in becoming a Registered General Nurse.	

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time
The teaching and learning modalities	Blended learning – combining Clinical Work Placements; online in the Virtual Learning Environment (VLE) and face to face (F2F) sessions in classrooms and Simulated Learning Environments.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The programme is for persons who wish to become a General Nurse. It is designed particularly with the more mature learner in mind and/or those who have pursued QQI awarded Level 5 qualifications in nursing. Potential learners will be persons with a caring disposition, who recognise that "Nursing [is a] demanding profession, both physically and emotionally. A successful applicant must be of good mental and physical health and have the ability to achieve the required competences of a nurse" (NMBI 2017). School leavers are welcome to apply and like all applicants will be required to demonstrate at interview and aptitude test the potential to able to make a commitment to an intense, focussed, blended learning nursing programme. Learners will attend face-to-face classes, classes in an online environment, clinical skills sessions and work placements and do so over 3.33 calendar years. The workload will be distributed over 4 stages. Clinical placements in hospitals and other associated healthcare providers will commence in the early stage of the programme and be across a range of public and private settings. Learners will be fully supported to either return to the educational environment or continue their studies, by being consciously led through academic modules which in the initial stages involve a higher level of student face to face contact time. As the learner grows in confidence and independence they will work more in the VLE and undertake greater amounts of independent study. On successful completion of the programme graduates will obtain a BSc (Honours) in Nursing in General Nursing and be eligible to register as a General Nurse with the NMBI.
Summary of specifications for teaching staff	1 Programme Director[2] - Doctoral qualification (Level 10) Registered General Nurse, minimum 10 years' experience in higher education. Minimum 5 years' post registration experience. 1 Senior Lecturer[3] - Level 9 or equivalent in Nursing, Education or related discipline. Registered Nurse Min 5 years post registration experience in related discipline. .5 Head of Placement Experience[4] (academic role) - Level 9 major award or equivalent in Nursing, Education or related

[2] The NMBI prescribe a ratio of 1:20 for academic staff. A programme director is a member of academic staff.
[3] The NMBI prescribe a ratio of 1:20 for academic staff. A Senior Lecturer is a member of academic staff.
[4] The Head of Placement Experience is a member of academic staff. The staff numbers here provide for the initial intake of 50 students and will grow proportionally to maintain NMBI ratios.

	discipline, Registered General Nurse. Minimum 5 years post registration experience in related discipline. 1 WTE Placement Support Nurse[5] – fulfils role of Clinical Placement Coordinator and fulfils academic role also - Level 8 major award or equivalent in Nursing. Registered Nurse. Minimum 3 years' clinical post registration experience. .5 Allocations Liaison Officer[6] - Level 8 Bachelor Degree Experience in Higher Education (HE) administration or healthcare administration. 1 Programme Administrator - Level 7 Bachelor Degree Ideally experience in HE administration or healthcare administration.
Summary of specifications for the ratio of learners to teaching-staff	Asynchronous online lecture – 1:500 Synchronous online lecture – 1:250 Synchronous tutorial – 1:25 Simulated Learning Environment – 1:12 Face to face tutorials – 1:25 Face to face lecture – 1:250 Clinical Work Placement Setting – 1:1

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
N/A	N/A	N/A

Other noteworthy features of the application

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[5] NMBI prescribes a ratio of 1:30 for a Clinical Placement Support Nurse. A number of persons will full these WTE roles to enable appropriate supports be provided across a geographical spread of Associated Health Care Provider sites.

[6] NMBI prescribes a ratio of 1:50 for an Allocations Officer, whereby half of the post is a post within a HEI and the other half is a post within an Associated Healthcare Provider.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Hibernia College does not view the proposal for a BSc in Nursing in General Nursing as leading to a significant extension to the scope of its provision. It sees the key gap as being nurse educators. It sees the mode of education as equivalent to teacher education if not the same.

But this proposed new programme involves a new field of learning and it involves the College, for the first time, in the organisation and monitoring of hospital placements, internships and clinical skills training. QQI regards this as a significant extension of the scope of provision.

The documentation of the application for validation demonstrates that the College has a good prospect of managing this extension of scope. But it would do well not to underestimate the novelty of the endeavour.

The panel recommends extending Hibernia College's scope of provision to include the provision of programmes leading to Honours Bachelor Degrees in General Nursing.

Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

The provider is eligible to apply for validation of the programme

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.

b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.

c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[7]

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	Sub-criterion (c) is not addressed explicitly. However, the programme has been designed to prepare learners to be eligible for registration with the Nursing and Midwifery Board of Ireland (NMBI). NMBI must approve the programme before it can be offered to learners. But it must be validated by QQI before submission to NMBI for approval.

Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought

a) The programme aims and objectives are expressed plainly.

b) A QQI award is specified for those who complete the programme.
   (i) Where applicable, a QQI award is specified for each embedded programme.

c) There is a satisfactory rationale for the choice of QQI award(s).

d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*

e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.

f) The programme title and any embedded programme titles are
   (i) Consistent with the title of the QQI award sought.
   (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.

g) For each programme and embedded programme
   (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[8]
   (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.

h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.

i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

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[7] This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

[8] Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[9]	
Satisfactory (yes, no, partially)	**Comment**
Yes (Partially)	This proposed programme has no embedded programmes nor exit awards.
	The programme uses the statements from Section 2.1 of the NMBI (Nursing and Midwifery Board of Ireland) Nurse Registration Programmes Standards and Requirements (2016) as its minimum intended programme learning outcomes (MIPLOs).
	Irish providers of nursing degree programmes typically adopt the MIPLOs defined by the NMBI as their programme learning outcomes, therefore the proposed programme is comparable.
	Hibernia College has also compared the MIPLOs favourably with the Open University's BSc Programme in Nursing that meets UK Professional Nursing requirements. In this context Hibernia College observes that "*the Irish model of programme design has an immediate superficial difference whereby programme learning outcomes tend to be limited to 8–12*". In this regard, it should be noted that there is there is no QQI policy on the optimum number of MIPLOs. QQI awards standards don't limit themselves to 8-12 statements. It is more important that MIPLOs are clear than compact.
	Hibernia College states that:
	"*the programme has been designed to meet the professional standard for a nurse set by the NMBI, i.e. as outlined in Nurse Registration Programmes, Standards and Requirements for General Nurses (NMBI, 2016). It will also meet standards set in the European Council Directive 2005/36/EC and European Council Directive 2013/55/EU. The 2016 publication A New Professional Qualifications Regime for Europe23 also influenced the design of the programme.*"…
	"*The two standards therefore which provide the spine of the programme are the QQI professional award standard and the 2016 NMBI general nursing standard.*"
	The MIPLOs have been satisfactorily mapped against the QQI award standards for Nursing and Midwifery, the Science awards standards, the Professional Award-type Descriptor from the National Framework of Qualifications.
	The MIPLOs are consistent with the QQI award standard for the award sought and each of the three QQI standards cited in the preceding paragraph. The proposed award title is consistent with QQI's Policy and Criteria for Making Awards and reflects the norm within the profession in Ireland.
	Minimum intended module learning outcomes (MIMLOs) have been specified for the programme's modules. However, they are not completely fit-for-purpose (see the commentary under Criterion 5 for details).

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[9] Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Criterion 3

The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

    a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[10]

    b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.

        (i) There is a satisfactory rationale for providing the programme.

        (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.

        (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).

        (iv) There is evidence[11] of learner demand for the programme.

        (v) There is evidence of employment opportunities for graduates where relevant[12].

        (vi) The programme meets genuine education and training needs.[13]

    c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

    d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

    e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	The development and planned implementation of the proposed programme has been informed by extensive consultation, including the NMBI, the Irish Nurses and Midwives Organisation (INMO), the Department of Health, the Health Service Executive, student nurses and recent graduates and a range of hospitals that might provide placements and internships to the students (Appendix 3).
	"Staff from our partner hospital placement providers are members of our Programme Development Committee and have made significant contributions to the design of the programme and its associated documentation and processes." (SER p7)
	There is direct evidence of demand from prospective learners notwithstanding that the proposed programme cannot be marketed prior to validation. However, there is no evidence that people from target learner groups have been systematically consulted about the design of the proposed programme.
	The target learners are EU citizens who are either:

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[10] Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

[11] This might be predictive or indirect.

[12] It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

[13] There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

- Persons who have completed relevant Level 5 QQI nursing awards (40% of the intake)
- Mature students who wish to become registered general nurses or (40% of the intake)
- School leavers (20% of the intake)

The percentage quotas in the preceding list can be redistributed if there are insufficient eligible candidates in one category.

Students who following enrolment cease to be eligible for NMBI registration owing, for example, to an acquired disability but retain the capacity to meet the other requirements of the nursing programme don't have the option of an exit award.

It is recommended that the College consider establishing arrangements for exit awards for those who cannot complete the full programme (e.g. for those who become unable to undertake the internship).

The programme has been compared with Irish Programmes and is broadly similar with them (insofar as they are all designed to meet NMBI standards). Its distinguishing features are per Hibernia College:

> *"The calendar year structure: All other colleges operate a four-year academic year structure (September–May). …*
>
> *The flexible blended-learning model: … Teaching and learning will involve a conscious blend of online, face-to-face and practical learning environments enabling students to live at home – wherever home may be – for significant portions of the four stages of the programme. All other colleges offer campus-based programmes.*
>
> *The place allocation model, which includes an aptitude test and interviewing applicants: Interviews are not conducted in any other Irish intuition.*
>
> *The retention of approximately 80 % of places for QQI Level 5 nursing graduates and mature applicants …."*

Hibernia College has identified nursing programmes outside Ireland (in the EU and North America) including a three-year blended programme provided by Dalarna University in Sweden. However, the programme has not been systematically compared with any nursing programmes outside Ireland. Hibernia College argues that the European Commission Directive 2005/36/EC ensures that there is a 'sufficient level of commonality'. However, this is beside the point. Making comparisons with programmes in other countries can help stimulate enhancement of the programme and bolster confidence in the proposed approach.

Hibernia College demonstrated that there is support for the introduction of the programme (ranging from those positive in principle towards the proposal to those committing to support the implementation of the programme in concrete ways e.g. providing placements).

There are strong employment opportunities for graduates, subject to professional recognition of the programme by NMBI. There are currently large numbers of vacancies for nurses.

A Nursing Programme Advisory Board has been partially established (currently there are three members) to advise on the "standard being set and provided in the BSc (Honours) Degree in Nursing". Once fully established this should assist in keeping the programme updated in consultation with internal and external stakeholders. Other QA structures are commented on in this report under Criterion 12.

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

    a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[14].

    b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.

    c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[15]) in order to enable learners to reach the required standard for the QQI award.

    d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).

    e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

    f) The programme title (the title used to refer to the programme):-

        (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).

        (ii) Is learner focused and meaningful to the learners;

        (iii) Has long-lasting significance.

    g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	The draft information to be provided about the programme is claimed to be consistent with QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training.
	The programme is designed for people of at least 18 years of age. The other entry requirements are clearly specified and appropriate.
	The programme is designed to run over 3.33 calendar years and the total workload is 240 ECTS credits. This equates to just below 40 hours per week assuming the lower limit of 1 ECTS credit corresponding to an expectation of 25 hours of student effort. Incidentally, the working week for a nurse in Ireland is currently 39 hours.
	All applicants must pay a non-refundable fee of €100. Further "all eligible applicants would be invited to attend an aptitude test" (p80). The Panel was concerned that where the number of applications were far more than the available places, fees might be collected from applicants with little prospect of success. Hibernia College

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[14] Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings
- Progression and transfer routes
- Entry arrangements
- Information provision

[15] http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

indicated that this would be avoided because it would stop accepting applications once it had a sufficient number to select a cohort from.

It is recommended that the College reviews the proposed application fee policy to ensure that non-refundable fees are not collected from excessive numbers of applicants with little prospect of being offered a place on the programme owing to massive over-subscription.

The draft promotional material (only one format was presented) is reader-friendly. The brochure for Placement Providers requires revision for consistency with, for example the MOA; for error correction: e.g. 3.5-year duration is claimed instead of 3.33-years. The brochure for students while clear in its own terms requires revision to bring it into compliance with QQI's policy and criteria for access, transfer and progression (e.g. it should state clearly who the awarding body is). It also needs to be make the total cost of participation in the programme more transparent –e.g. students cannot expect that they will be able to support themselves with a part-time job during the programme (owing to lack of time) and must find and fund their living accommodation when on placements or internship. In addition there may be significant costs in relation to travel if a student is based provincially and has to travel to Dublin for classes/clinical skills. There is no mechanism to subsidise this requirement.

It is important that programme information be revised and made available in a range of accessible formats before offering the programme to learners.

It is recommended that prospective learners should be fully informed up front about the full costs and logistics associated with placement, internship and skills laboratory attendance and any other costs that students must bear (for example, laptop, uniforms, vaccinations).

Where English is not the applicant's first language an IELTS 7.0 level is required in all components.

The entry criteria are clear and reasonable. However, an explicit statement of assumed prior knowledge, skill and competence is lacking.

All eligible applicants are interviewed and aptitude tested before enrolment. The mandatory interview is a distinguishing feature of the proposed programme. Garda vetting and/or Police Certificates are also required. There are also interviews, conducted by the College jointly with the relevant hospital, for placements and internships.

It is recommended that the College ensures that the interview processes for entry to the programme adopt a consistent approach to assessment and scoring of prospective learners.

RPL for access to advanced stages is only available to learners who have partially completed a "Level 8" (presumably an honours bachelor degree or equivalent) programme in Nursing (and this is also subject to NMBI regulations).

The programme title is appropriate.

The application notes that approval by the NMBI is a prerequisite for the programme to run.

Criterion 5

The programme's written curriculum is well structured and fit-for-purpose
a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
e) The programme is structured and scheduled realistically based on sound educational and training principles[16].
f) The curriculum is comprehensively and systematically documented.
g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[17]

Satisfactory (yes, no, partially)	Comment
Yes	The written curriculum is laid out clearly and broadly it is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. Its content is similar to those of nursing curricula in other Irish Colleges.
	The minimum intended module learning outcomes (MIMLOs) are not completely fit-for-purpose in that they are not all measurable and do not all do justice to the proposed programme's content or assessment both of which are broadly in line with expectations.
	The College claims that the programme is underpinned by a constructivist approach to learning and states "a programme built on a constructivist approach needs clear unambiguous aims and learning outcomes" (p113). The panel concurs with the need for clear and unambiguous learning outcomes.
	Therefore, it is recommended to QQI that before the programme is validated QQI must be furnished with (and approve) revised Minimum Intended Module Learning Outcome statements that are precise, measurable and congruent with the module content and assessment arrangements.

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[16] This applies recursively to each and every element of the programme from enrolment through to completion.
In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.
[17] If the duration is variable, for example, when advanced entry is available, this should be explained and justified

Given the constructivist approach, it is surprising that research methods and skills are not explicitly featured in the programme's early stages.

It is recommended that the College ensure that research is more explicitly addressed in the programme, including during the earlier stages, and in relevant module content and titles.

The presentation of the modules and content seem to be at variance with a constructive model of learning (they are highly prescribed with little room for the active involvement of the learner in the creation of the learning process). However, the College maintains that constructivism comes through in the delivery and that this is supported by the training given to lecturers.

Some of the proposed texts are relatively old. The module reading lists are not as differentiated as might be expected. The College plans to extend its subscriptions to electronic sources books and journals as the programme progresses.

It is recommended that the College reviews the reading lists for all modules to ensure that all reading lists are up to date and relevant and that appropriate online databases are available to students.

Comments in respect of specific modules:

The presentation of the modules was not helped by the repeated inclusion of the rubrics from the template (it would have been sufficient to include these once). The presentation might also have benefited from the extraction and separate presentation of non-module-specific-material from the module descriptors.

101: the module would benefit from an explicit learning outcome on the avoidance of plagiarism;
102: outcomes and assessment are not entirely congruent;
104: the module title is not fully reflected in the content;
105: the assessment strategy requires review;
106: there needs to be more emphasis on the development of reflective practice skills;
107: the balance of coverage gives pause for thought, the proportion of time devoted to care of older persons might need to be reconsidered;

201: the assessment strategy requires elaboration so that the framework for assessment is more specific; if NANDA is being used this should be stated;
202: broadly this is a good module; an OSCE (objective structured clinical examination) would be a useful addition; some adaption of the case study should be considered to broaden its sampling of the module content; some of the assessment questions are very simple unit conversions—this should be reviewed;
203: the MIMLOs need to be rewritten to refocus them; the assessment strategy is not sufficiently clear;
204: the module title is not fully reflected in the content;
205: it is suggested that there might be additional alternatives (e.g. a Blog) to the proposed poster presentation;
206: consider developing worksheets to support students going into practice;

302: the regulations concerning the conduct of OSCEs should be explicit concerning who can assess and under what precise conditions.

	303: outcome 4 should be reviewed; the balance between 306 and 303 would also benefit from review; 406 (The Internship): the proposed arrangements for the provision of the internship are plausible (but refer also to the proposed condition under Criterion 7). **It is recommended that the College reviews modules 102 and 104 as well as modules 303 and 306 with a view to restructuring as two 10 ECTS modules in each case and revising module titles, learning outcomes and content as appropriate.**

Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned

   a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (**Error! Reference source not found.**c).
   b) The programme has an identified complement of staff[18] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
   c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
   d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[19] opportunities[20].
   e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
   f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes (partially)	The College is committed in principle to complying with the NMBI staff requirements and staff/student ratios. There is a registered nurse tutor in post (the Director of Nursing).

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[18] Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

[19] Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

[20] Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

The year-1 intake is anticipated to be 50 students and when the student complement reaches 200 (at 4 years) the College anticipates having 8-10 staff nurse lecturers in post supported by adjunct specialist staff.

The College had two nursing professionals (the programme director and a consultant) in post at the time of the site visit and is committed to employing additional staff should the programme run. They are supported within the College by layers of management, technical (e.g. knowledge management team & multimedia design team), pedagogical design and administration staff who are not members of nursing profession.

The qualifications and experience specifications for roles are appropriate.

There recruitment/approval arrangements and performance management and review arrangements described are appropriate.

The professional development of the College's nursing staff has not been addressed explicitly.

The College submitted a draft memorandum of agreement (MOA) for use with hospital groups providing placements and internships. This deals with staffing among other things. This draft MOA would benefit from more clearly identifying, for example, the duties, responsibilities, access rights (where appropriate), and arrangements for reporting and accountability of the people involved. The MOA refers to:

1. Director of Nurse Education at Hibernia,
2. Head of Placement Experience,
3. Programme Director,
4. Directors of Nursing,
5. Preceptors,
6. Nurse Practice Development Co-ordinators,
7. Student Allocation Officers,
8. Clinical Nurse Manager,
9. Nurse Practice Development Team,
10. Registrar,
11. Academic Dean,
12. Office of the CEO,
13. Joint Programme Board,
14. Academic Board,
15. Management Advisory Board
16. Executive bodies

These roles should also be reconciled with those described in the programme documentation to ensure consistency. For example, the term Clinical Placement Co-ordinator (CPC) is used in the documentation and arose frequently in discussions at the site visit but does not appear in the MOA (there is a role entitled Nurse Practice Development Co-ordinator). Another example: the college explained to the panel (as did the application documentation) that the "Placement Support Nurse" would fulfil the role of "CPC" as well as having a clinical skill teaching role. This term does not feature in the MOA.

	It is recommended that learners should only be enrolled when the appropriate complement of staff is in place, in line with the requirements of the professional body (including RNT, CPC and Allocations Officer).
	It is recommended that the College clearly articulates and documents the roles and responsibilities of the Placement Support Nurse in the Memorandum of Agreement (MOA) with the clinical work placement providers.

Criterion 7

There are sufficient physical resources to implement the programme as planned

   a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (**Error! Reference source not found.**d).

   b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:

      (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)

      (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)

      (iii) printed and electronic material (including software) for teaching, learning and assessment

      (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable

      (v) technical support

      (vi) administrative support

      (vii) company placements/internships – if applicable

   c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

   d) There is a five-year plan for the programme. It should address

      (i) Planned intake (first five years) and

      (ii) The total costs and income over the five years based on the planned intake.

   e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	An outline five-year business plan has been provided for the programme.
	Hibernia College has experience in providing blended learning teacher education programmes. It has well established physical resources to support that activity.
	The College does not have its own resources for the provision of clinical training to nurses. However, it has secured access to resources of other training providers (Dundalk IT, Athlone IT and INMO planned facilities) for Skills Laboratory activities.
	It is recommended to QQI that before the programme is validated (i.e. as a condition) QQI must be furnished with (and approve) the detailed minimum

	specifications for the proposed Skills Laboratory and details of the proposed Skills Laboratory venue(s).
	The placements and an internship are integral to the proposed programme. The College has secured arrangements with specific hospital groups for a viable number of placements and internships to enable the programme to start.
	It is recommended to QQI that validation be conditional on
	(a) **the programme only being offered to students where guaranteed placements and paid internships are in place, including access to all required specialisms; and**
	(b) **the student intake never exceeding the number of available placements and internships with named placement providers.**
	In the context of resources, refer also to the recommendation concerning online journals and e-books under Criterion 5.

Criterion 8

The learning environment is consistent with the needs of the programme's learners	
a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes. b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors. c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.	
Satisfactory (yes, no, partially)	**Comment**
Yes (virtually)	The proposed learning environment is consistent with the intended programme learning outcomes. The proposed programme pays particular attention to placements and internships in this context. **It is recommended that the College ensures that the student experience is fully supported through structured supports, including, for example, group support from peer learners and supports for digital literacy. A formal clinical learning support forum facilitated by an academic would be beneficial.** **It is recommended that the College ensures that internships provide an equivalent learning experience for students irrespective of whether the internship is in a public or private hospital setting. Students should be exposed to the range of medical and surgical environments and experiences.** While the College has an Erasmus Charter, it is not planned to provide exchange opportunities for the first cohort. The exchanges are limited to 13 weeks by NMBI.

Criterion 9

There are sound teaching and learning strategies	
a) The teaching strategies support achievement of the intended programme/module learning outcomes.	
b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.	
c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).	
d) Learning is monitored/supervised.	
e) Individualised guidance, support[21] and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.	

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	The main innovation involved in this programme relative to other nursing programmes in Ireland is that it makes extensive use of online learning except for the skills laboratory, placements and internships (all of which are to be provided in the traditional way). Learners are eased gently into the online learning at the start of the programme. There is regular face-to-face contact with learners and live online learning opportunities such as webinars.

There were mixed views within the panel on the virtual learning environment: some found it difficult to navigate at first however all found it user friendly.

The College is recommended to benchmark the online delivery approach against international best practice (for example EADTU was suggested by one panel member). It is further recommended that a holistic approach to active learning be adopted and that the College try to take advantage of opportunities to use online approaches to optimise learning and assessment.

Where a student fails a clinical placement, there is provision for it to be repeated before the student progresses to the next year (stage) of the programme. The panel explored the arrangements for managing a student's progress within a stage having failed a placement within that stage.

It is recommended that the College ensures appropriate processes are in place to manage repeats of failed clinical placements. Action Plans should address development of the affected learner as well as the safety of patients in the context of any other clinical placement of the student prior to repeating the failed one.

It is recommended that the approach to encouraging and assessing structured reflection be formalised, in line with professional body requirements, and made more explicit in the document. |

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[21] Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10

There are sound assessment strategies	
a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[22]	
b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.	
c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[23]	
d) The programme includes formative assessment to support learning.	
e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[24]	
f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.	
g) There are sound procedures for the moderation of summative assessment results.	
h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[25]	

Satisfactory (yes, no, partially)	Comment
Yes (partially)	The programme assessment strategy is not as analytical as envisaged by the QQI Assessment and Standards document.

The table on classifications in section 5.4.5 is not aligned with the MIPLOs and is therefore confusing particularly at pass level where it should be sufficient to state that the MIPLOs have been achieved (anything further is superfluous).

It is recommended that the College reviews the assessment strategy (including the balance and diversity of assessment across the programme) ensuring that it is explicitly aligned with the revised MIMLOs (see conditions) and the MIPLOs.

55% of the programme's credit is allocated based on modules assessed exclusively through terminal written examinations.

It is recommended that the College reviews the approach to assessment with a view to reducing the emphasis on assessing certain modules in their entirety using one terminal examination. Opportunities for student-led and group assessment should be further developed.

It is recommended that an assessment schedule, that clearly articulates the timing and schedule of assessments throughout the year, be agreed by the programme team and communicated to students at the beginning of the academic year. |

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[22] See the section on transitional arrangements.

[23] This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

[24] The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

[25] If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Criterion 11

Learners enrolled on the programme are well informed, guided and cared for

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
b) Information is provided about learner supports that are available to learners enrolled on the programme.
c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
g) The programme provides supports for enrolled learners who have special education and training needs.

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	Learners enrolled on the programme are likely to be well informed, guided and cared for particularly if the recommendations in this report are suitably addressed. Each student is to be assigned a personal tutor who will be a lecturer on the programme. **It is recommended that the College ensures that the student experience is fully underpinned by structured supports, including, for example, group support from peer learners and supports for digital literacy. A formal clinical learning support forum facilitated by an academic would be beneficial.** The programme does not intend to recruit students from abroad. It does not claim to comply with the QQI *Code of Practice for Provision of Programmes of Education and Training to International Learners*. It would need to comply with this to be validated to recruit international students. The College has, incidentally, adopted the IHEQN standards for supporting international students.

Criterion 12

The programme is well managed

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.

c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.

d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.

e) Quality assurance[26] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.

f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

g) The programme operation and management arrangements are coherently documented and suitable.

h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes (virtually)	The programme has been designed to work with the Colleges existing systems including its QA systems.
	The proposed MOA with healthcare placement and internship providers would be an integral part of the programme quality assurance infrastructure.
	Aside from the MOA the programme specific QA is not explicit.
	It is recommended that the College clearly articulates (in the programme documentation and QA procedures) the role of the Programme Director in programme management and quality assurance.

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[26] See also QQI's Policy on Monitoring (QQI, 2014)

Overall recommendation to QQI

Principal programme

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
x	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);[27]
	Not satisfactory.

Reasons[28] for the overall recommendation

Summary of recommended special conditions of validation

It is recommended that:

1. Validation is conditional on

   a. the programme only being offered to students where guaranteed placements and paid internships are in place, including access to all required specialisms; and

   b. the student intake never exceeding the number of available placements and internships with named placement providers.

2. Before the programme is validated QQI must be furnished with (and approve) the detailed minimum specifications for the proposed Skills Laboratory and details of the proposed Skills Laboratory venue(s).

3. Before the programme is validated QQI must be furnished with (and approve) revised Minimum Intended Module Learning Outcome statements that are precise, measurable and congruent with the module content and assessment arrangements.

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[27] Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

[28] Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

Summary of recommendations to the provider

1. Prospective learners should be fully informed up front about the full costs and logistics associated with placement, internship and skills laboratory attendance and any other costs that students must bear (for example, laptop, uniforms, vaccinations).

2. Learners should only be enrolled when the appropriate complement of staff is in place, in line with the requirements of the professional body (including RNT, CPC and Allocations Officer).

3. Clearly articulate and document the roles and responsibilities of the Placement Support Nurse in the MoA with the clinical work placement providers.

4. Clearly articulate (in the programme documentation and QA procedures) the role of the Programme Director in programme management and quality assurance.

5. Ensure that the interview processes for entry to the programme adopt a consistent approach to assessment and scoring of prospective learners.

6. Review the proposed application fee policy to ensure that non-refundable fees are not collected from excessive numbers of applicants with little prospect of being offered a place on the programme owing to massive over-subscription.

7. Consider establishing arrangements for exit awards for those who cannot complete the full programme (e.g. for those who become unable to undertake the internship).

8. Ensure that the student experience is fully underpinned by structured supports, including, for example, group support from peer learners and supports for digital literacy. A formal clinical learning support forum facilitated by an academic would be beneficial.

9. Review the approach to assessment with a view to reducing the emphasis on assessing certain modules in their entirety using one terminal examination. Opportunities for student-led and group assessment should be further developed.

10. Review the assessment strategy (including the balance and diversity of assessment across the programme) ensuring that it is explicitly aligned with the revised MIMLOs (see conditions) and the MIPLOs.

11. An assessment schedule, that clearly articulates the timing and schedule of assessments throughout the year, should be agreed by the programme team and communicated to students at the beginning of the academic year.

12. Ensure appropriate processes are in place to manage repeats of failed clinical placements. Action Plans should address development of the affected learner as well as the safety of patients in the context of any other clinical placement of the student prior to repeating the failed one.

13. The approach to encouraging and assessing structured reflection should be formalised, in line with professional body requirements, and made more explicit in the document.

14. Ensure that research is more explicitly addressed in the programme, including during the earlier stages, and in relevant module content and titles.

15. Ensure that internships provide an equivalent learning experience for students irrespective of whether the internship is in a public or private hospital setting. Students should be exposed to the range of medical and surgical environments and experiences.

16. Benchmark the online delivery approach against international best practice (for example EADTU was suggested by one panel member). A holistic approach to active learning should be adopted. Try to take advantage of opportunities to use online approaches to optimise learning and assessment.

17. Review the reading lists for all modules to ensure that all reading lists are up to date and relevant and that appropriate online databases are available to students.

18. Review modules 102 and 104 as well as modules 303 and 306 with a view to restructuring as two 10 ECTS modules in each case and revising module titles, learning outcomes and content as appropriate.

Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Billy Bennett   Date: 14 July 2017

Signed:

1.1   Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Stage 1

Award Title	Bachelor of Science
Stage Exit Award Title[3]	None
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	Blended

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	1	N/A	N/A	75	1/1/2018	0913

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module Status Mandatory (m) or elective (E)	Module NFQ Level where specified	Credit Number Credit Units ECTS	Total Student Effort Module (hours) Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[12]	Reflection	Allocation Of Marks (from the module assessment strategy) C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	Total
NURS101 The Art and Science of Nursing	N/A	M		10	256	36	120	100	0		100	0	0	0	100
NURS102 Fundamentals of Nursing Care	N/A	M		15	375	65	150	160	0		50	0	50	0	100
NURS103 Nursing for Patient Safety	N/A	M		10	250	50	120	80	0		65	0	35	0	100
NURS104 Scientific Principles for Nursing 1	N/A	M		5	125	30	60	35	0		0	0	0	100	100
NURS105 ComPOSE 1 (Communications, Psychology, Sociology & Ethics)	N/A	M		10	250	45	120	85	0		00	0	0	100	100
NURS106 Nursing Practice Stage 1 Supernumerary	N/A	M		15	450[13]	0	0	0	378	72	100	0	0	0	P/F
NURS107 Care Needs of the Older Adult	N/A	M		10	250	50	100	100	0		100	0	0	0	100

Special Regulations (Up to 280 characters) The Work-Based Clinical Placement is graded on a pass/fail and, as such, does not contribute to the Grade award. However, it is mandatory to pass in order to register as a RGN.

[12] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

[13] 450 learning hours from 702 work placement hours which includes an NMBI mandatory 72 hours protected reflection time.

Stage 2

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	N/A	N/A	75	1/1/2018	0913

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module Status Mandatory (m) or elective (E)	NFQ Level where specified	Credit Number Credit Units ECTS	Total Student Effort Module (hours) Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning	Reflection	Allocation Of Marks (from the module assessment strategy) C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	Total
NURS201 Development of Professional Nursing	N/A	M	N/A	15	375	55	170	150	0	0	100	0	0	0	100
NURS202 Pharmacology & Medicines Management	N/A	M	N/A	15	375	60	150	165	0	0	0	0	0	100	100
NURS203 The Recovery of Health in Specialist Care Settings	N/A	M	N/A	10	250	55	100	95	0	0	100	0	0	0	100
NURS204 Scientific Principles for Nursing 2	N/A	M	N/A	10	250	45	120	85	0	0	0	0	0	100	100
NURS205 ComPOSE 2	N/A	M	N/A	10	255	45	90	120	0	0	0	0	0	0	100
NURS206 Nursing Practice Stage 2 Supernumerary	N/A	M	N/A	15	450[15]	0	0	0	370	80	100	0	0	0	P/F

Special Regulations (Up to 280 characters): The 15 ECT module Pharmacology & Medicines Management contributes to the award classification and must be passed at the first attempt to achieve an honours classification. The Work-Based Clinical Placement is graded on a pass/fail and, as such, does not contribute to the grade award. However, it is mandatory to pass in order to register as a RGN.

[14] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

[15] 450 learning hours from 780 work placement hours which includes an NMBI mandatory 80 hours protected reflection time.

Stage 3

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	3	N/A	N/A	50	1/1/2018	0913

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Status Mandatory (m) or elective (E)	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning	Reflection	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	Total
NURS301 The Individual with Complex Health Needs	N/A	M	N/A	15	390	65	150	175	0	0	50	0	50	0	100
NURS302 Supporting Professional Practice	N/A	M	N/A	15	420	70	150	200	0	0	0	0	0	100	100
NURS303 Preparation for Practice as a Registered Nurse	N/A	M	N/A	15	400	70	150	180	0	0	20	0	40	40	100
NURS306 Nursing Practice Stage 3 Supernumerary	N/A	M	N/A	5	180[17]	0	0	0	148*	32	100	0	0	0	P/F

Special Regulations (Up to 280 characters) The Work-Based Clinical Placement is graded on a pass/fail and as such does not contribute to the Grade award. However, it is mandatory to pass in order to register as a RGN.

[16] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

[17] 180 learning hours from 312 work placement hours which includes an NMBI mandatory 32 hours protected reflection time.

Stage 4

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	4	n/a	N/A	40	1/1/2018	0913

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)							Allocation Of Marks (from the module assessment strategy)					
		Status Mandatory (M) or elective (E)	NFQ Level where specified	Credit Units / ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning	Reflection	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	Total
NURS406 Nursing Practice Stage 4: Internship	N/A	M	n/a	40	1000[19]	0	0		856	144	100	0	0	0	P/F

Special Regulations (Up to 280 characters)
The work-based learning is calculated on an approximate 60/40 ratio of learning and the total workplace hours.
The Work-Based Clinical Placement is graded on a pass/fail and, as such, does not contribute to the grade award. However, it is mandatory to pass in order to register as a RGN.

[18] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

[19] 1,000 learning hours from 1404 work placement hours which includes an NMBI mandatory 144 hours protected reflection time.

Part 4: Detailed evaluation of the programme's modules and stages that do not directly lead to QQI awards

None

Appendix: Attendees supporting the application

8.30 Meeting

David Carpenter – Chief Executive Officer (CEO)
Denis Cummins – Academic Dean
Eileen Mooney - Chief Financial Officer (CFO)
Dr Tara Ryan – Registrar

9.15 Meeting

Hibernia College

David Carpenter – Chief Executive Officer (CEO)
Dara Cassidy – Director of Online Learning
Dr Rita Collins Programme Director Nursing
Denis Cummins – Academic Dean
Eileen Mooney - Chief Financial Officer (CFO)
Naomi Pasley – Lecturer Nursing
Dr Tara Ryan – Registrar
Hugh Sullivan - Quality Assurance Officer

Clinical Partners

Helen Buckley – Bon Secours Health Systems Assistant Director of Nursing, Bon Secours, Cork
Pauline Caffrey – TCP Homecare – Nurse Manger
Katie Conlon - – Beacon Hospital – Education Officer
Theresa Connolly – Carechoice – Head of Human Resources
Dolores Donegan - RCSI Hospitals Group - Innovation Lead
Jean Kelly - Saolta University Healthcare Group – Group Director of Nursing
Fiona Kirwan – Beacon Hospital – Director of Nursing
Julie Nohilly - Saolta University Healthcare Group – Director of Nursing, Galway University Hospital
Carla Walsh – Carechoice – Group Director of Nursing

11am & 12pm Meetings

Hibernia College

Isabel Ashburner - Learning Management System Lead and Technical Support Lead
Orla Bolger – Admissions Manager
David Carpenter – Chief Executive Officer (CEO)
Dara Cassidy – Director of Online Learning
Dr Rita Collins - Programme Director Nursing
Denis Cummins – Academic Dean

Audrey Geraghty – Online Librarian
Eileen Mooney - Chief Financial Officer (CFO)
Allison McKay – Knowledge Manager
Orla O'Loghlen – Learning Designer
Naomi Pasley – Lecturer Nursing
Dr Tara Ryan – Registrar
Hugh Sullivan - QA Officer
Rita Walsh – Learning Designer

Joined Group for 12pm Meeting

Dr Louise Heeran Flynn – Chair of Teaching Learning and Assessment Sub Committee of Academic Board
Dr Teresa Whitaker – Director of Research and Lead on Social Sciences

2.30pm Meeting

Hibernia College

Isabel Ashburner - Technical Support Lead
David Carpenter – Chief Executive Officer (CEO)
Dara Cassidy – Director of Online Learning
Dr Rita Collins Programme Director Nursing
Denis Cummins – Academic Dean
Audrey Geraghty – Online Librarian
Dr Louise Heeran Flynn – Chair of Teaching Learning and Assessment Sub Committee of Academic Board
Eileen Mooney - Chief Financial Officer (CFO)
Allison McKay – Knowledge Manager
Orla O'Loghlen – Learning Designer
Naomi Pasley – Lecturer Nursing
Dr Tara Ryan – Registrar
Hugh Sullivan QA Officer
Rita Walsh – Learning Designer
Teresa Whitaker – Director of Research and Lead on Social Sciences

Present at Panel Feedback

Hibernia College

David Carpenter – Chief Executive Officer (CEO)
Dara Cassidy – Director of Online Learning
Dr Rita Collins - Programme Director Nursing
Denis Cummins – Academic Dean
Eileen Mooney - Chief Financial Officer (CFO)
Naomi Pasley – Lecturer Nursing
Dr Tara Ryan – Registrar
Teresa Whitaker – Director of Research and Lead on Social Sciences
Hugh Sullivan - QA Officer