EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	BSc (Hons) in Psychiatric Nursing (with embedded exit awards of BSc in Health Science and Higher Certificate in Health Science)
2.	NFQ Level(s)/ No. ECTS:	8 240 ECTS
3.	Duration:	4 years
4.	ISCED Code:	0913
5.	School / Centre:	Mayo Campus
6.	Department:	Department of Nursing, Health Sciences and Social Care
7.	Type of Review:	New Programme: Yes: X No: Differential Validation: Yes: No:
8.	Date of Review:	14th May 2018
9.	Delivery Mode:	Full-time X Part-time Blended
10.	Panel Members:	Ms Marianne Moutray, Former Associate Dean Queens University Belfast Dr Myles Hackett, Head of Department of Nursing, Midwifery and Health Studies, Dundalk Institute of Technology Dr Suzanne Denieffe, Head of School of Humanities, Waterford Institute of Technology Mr Trevor Phillips, Nurse Manager/Tutor, HSE Ms Carmel Brennan, Secretary
11.	Proposing Staff:	Mr Justin Kerr Ms Siobhan Lynch Ms Rosaleen Murray Dr Maggie Wood Ms Margaret Prendergast Ms Martina Keane Ms Ann Maher Ms Margaret Tobin Mr John Gately Ms Caroline Kavanagh Dr Carmel Heaney Ms Clodagh Geraghty
12.	Programme Rationale:	The proposed programme is designed to replace an existing validated programme of the same title, and is designed and

		developed in accordance with Nurse Registration Programmes Standards and Requirements, 4th Edition (NMBI 2016). The programme also includes revisions to address the needs of students of psychiatric and mental health nursing in 2018, including greater emphasis on recovery in mental health and the promotion of fundamental psychiatric and mental health nursing skills. The proposed programme was designed to meet changing and future needs to develop a confident, professional nursing graduate who is prepared for registration and practice.
13.	Potential Demand for Entry:	26 students
14.	Stakeholder Engagement:	A large range of stakeholders were involved in the development of the curriculum including nursing managers and practitioners, Nurse Practice Development Coordinator and Clinical Placement Coordinators, allocations staff, students, graduates, service users and peer educators.
15.	Graduate Demand:	It is stated in HSE communication from the National Director of Human Resources in HR Circular 010/2017 – Nurse/Midwifery Recruitment and Retention initiatives that all 2016 and 2017 nurse and midwife graduates will be offered permanent contracts having regard to service need and subject to the usual satisfactory recruitment processes. In recognising the global shortage of nurses this award of the B.SC. Honours Degree in Psychiatric Nursing will result in graduates of GMIT that are highly sought after in Ireland and abroad. There is a global shortage of Registered Nurses and GMIT graduates with this award will continue to be highly valued in Ireland and overseas.

16.	Entry Requirements, Access, Transfer & Progression:	Prospective students must comply with the entry requirements of the Nursing and Midwifery Board of Ireland, namely:
		
		For admission to a programme leading to Registration in the Register of Nurses and Midwives the applicant must:
		Be of 16 years of age or older
		have obtained in the Leaving Certificate Examination a minimum of Grade H5 in two papers and a minimum of Grade O6/H7 in four papers in the following subjects:
		    • Irish or English
		    • Mathematics
		    • A Laboratory Science subject (Biology, Physics, Chemistry, Physics & Chemistry or Agricultural Science)

• Three other subjects

or

have achieved the equivalent minimum educational attainments to the foregoing, such equivalent attainments to be adjudicated upon by the Higher Education Authority established under the Higher Education Act, 1971 (No. 22 of 1971)

or

meet the minimum educational requirements specified by the third level institution concerned for entry to the course provided that such requirements are not of a lower standard than those set out in sub-paragraph (a) above…

QQI FET Awards

The QQI FET awards that provide links to Nursing and Midwifery Degree programmes include:

- Nursing Studies (5M4349)
- Healthcare Support (5M4339)
- Community and Health Services (5M4468)
- Health Service Skills (5M3782)

In all cases, applicants must have achieved distinctions in five components including;

- Anatomy and Physiology (5N0749 / D20001)
- Nursing Theory and Practice (5N4325)
- Human Growth and Development (5N1279) or Biology (5N2746)

Entry Requirements Specific to Mature Applicants

An applicant must be successful in the assessment test for the current year before being considered for an offer as a mature applicant. However, success in the test does not guarantee an offer of a place.

The assessment test is year specific and results may not be carried forward to a future year (unless a deferred entry has been granted by a HEI).

The onus is on each applicant to ensure that she/he is in receipt of all communication from the Public Appointment Service.

The Assessment Test

The assessment test is carried out by the PAS on behalf of NMBI. Those who pass the assessment test will be placed on order of merit lists for the courses they have applied for (see CAO Handbook for further details). Those who do not pass the assessment test or those who do not attend the assessment

test cannot proceed further in the mature competition for nursing/ midwifery for that year. (NMBI 2017 P42)

Entry Requirements Common to all Applicants
Health Requirements
Nursing and Midwifery are demanding professions, both physically and emotionally. A successful applicant must be of good mental and physical health and have the ability to achieve the required competencies of a nurse/midwife.

Applicants will be required to complete a Medical Assessment Self-Declaration Form and undergo a Medical Assessment/Screening and a Vaccination programme etc. as determined by the GMIT.

Satisfactory completion of these or other health requirements will be necessary to commence/continue with the programme.

Garda Vetting
Healthcare Agencies use the National Vetting Bureau (NVB) to provide a disclosure for each applicant. The assessment of the suitability of an applicant is the responsibility of the GMIT Student Vetting Service. In the event that there is a question in regard to student vetting, the Directors of Nursing from Mayo University Hospital or Mayo Mental Health Services will be informed to determine suitability for the programme in conjunction with the Head of Department. Offers are conditional and could subsequently be withdrawn if an applicant does not meet the Garda/Police vetting requirements.

English Competence
An applicant, whose First Language/Primary Mode of Expression is not English, will be required to produce evidence of English competence. Such an applicant must clarify her/his position well in advance of the closing date. Such an applicant must consult with the GMIT and the GMIT contact the admission office. The GMIT website is the definitive source for up to date English language requirements.

17.	Programme Structure:	The programme is structured to provide coherence to and a context for learning. Thus, theoretical and practice modules are positioned to provide students with a foundation for learning from practice, and with the opportunity to reflect on practice and consolidate learning in a critical manner. It is a stage-based programme.

The programme is designed around six key themes:

- The art and science of nursing
- Personal and interpersonal skills
- Understanding people and the context of care
- Biological and medical sciences
- Knowledge skills
- Nursing Practice

18.	Learning, Teaching & Assessment Strategies:	The programme follows a developmental approach, whereby the student becomes more autonomous as a learner both in the classroom and in the practice setting, and is further able to integrate learning across modules. Learning opportunities provided are more highly structured by the lecturer in the first year of the programme. This structure decreases as the programme progresses. In the fourth year of the programme, learning opportunities have much lower levels of direction by the lecturer, with concomitantly higher levels of direction from the student.

A variety of formative and summative assessment methods reflecting the underlying philosophy of education will be used throughout the programme. This means that assessment will be contextual, encouraging the student to apply theory to practice and draw on personal experience. It will promote questioning in students and develop the ability to think critically about the theory and practice of nursing. While the nature of the assessment will be decided by the lecturer, the student can be encouraged to choose areas of personal interest within the subject. Assessment methods will be wide and varied. Continuous assessment will include written assignments and a range of projects, portfolio, group work, presentations and Objective Structured Clinical Examinations (OSCE's). Practice and competencies in nursing will be assessed in the practice facilities in the college and in placements. To promote integration of learning, co-assessment of modules will be explored where appropriate. Final written examinations will also be employed. |
| 19. | Resource Implications: | An additional lecturer is required to deliver this programme.

No additional physical or technical equipment, or library resources, are required at this time. However, this will be reviewed on an annual basis, and budget sought as required. |

20.	Synergies with Existing Programmes:	Over the duration of the programme approximately one quarter of ECTS are shared with the BSc in General Nursing.
21.	Findings and Recommendations:	General:
		The panel were very complimentary of the spirit and commitment of staff and the enthusiasm with which they engaged in discussions about the proposed programmes. The panel recommended the programmes for approval with the following conditions (6) and recommendations (16):
		Special conditions attaching to approval (if any):
		1. Revise the Programme Learning Outcomes to ensure that they are specific to the programme of study. Ensure that the programme learning outcomes contained in all programme documents are correct. 2. Map sample assessment strategies, module learning outcomes, programme learning outcomes and NMBI Graduate outcomes. A minimum of one per stage should be mapped. 3. Ensure that the number of module learning outcomes is appropriate for each module's credit weighting and the relevant student workload. Revise module learning outcome and descriptors where necessary, to ensure that they are appropriate to the academic level of the module. 4. Revise the assessment of the Practice Placement modules to place emphasis on the practice element of the placement. 5. Conduct a comprehensive edit of all the documents to remove typos, rectify formatting issues, and ensure consistency between modules. Ensure that relevant and correct referencing is included. 6. Revise and reduce the special regulations to ensure that failed elements and non-compensation is used only when essential. Where failed elements are included, ensure that it is clear what constitutes an 'element', and that failed elements are recorded in relevant modules as well as the Approved Programme Schedule.
		Recommendations of the panel in relation to award sought:
		1. Review the delivery schedule to ensure that stage 3 students are sufficiently theoretically prepared for their clinical practice placement. 2. Indicate student effort by including the average student weekly contact hours per stage of the

programme. Consider reducing the class contact hours in the final stages of the programme, as students develop to become more independent learners.

3. Provide a sample continuous assessment schedule in the programme document to clarify the level and spacing of student assessment workload. Ensure module learning outcomes are not being doubly assessed.

4. Include further detail on the process of programme development including details of meetings and focus groups in addition to outlining student and practitioner involvement.

5. Highlight in the document the 'added-value' of a GMIT nursing degree programme. For example provide examples of the innovative teaching, learning and assessment referred to in the documentation

6. Consider whether it is appropriate to have elective choices in the final year of the programme.

7. Include a section on the supports that are provided for student learning.

8. Provide details of supports and reasonable accommodations for students with disabilities while they are on clinical practice.

9. Devise and approve an attendance policy for this programme.

10. Remove percentages on syllabi and ensure that reading lists are up to date.

11. It is important that the course has the resources required to deliver the programme effectively, including continuous professional development for staff.

12. Consider whether the legal module should be a common module on both programmes to provide opportunities for shared learning, with separate tutorials provided for students on the general and psychiatric programmes.

13. Revisit module titles to ensure they are shorter, yet appropriately descriptive.

14. Add in /make more explicit content relating to:
    - Judgement Support Framework v 5 2018
    - Best Practice Guidance for Mental Health Services (Quality Service User Safety 2017)
    - 'Assist', 'SafeTALK' (Connectedness for Life) and WRAP training
    - Individual Care Plan (ICP)
    - Assessing and Managing Delirium

		15. Consider including a practical teaching and learning assessment to help prepare students to act as preceptors in the future. 16. Map out how students' academic writing skills will be developed progressively throughout the programme