

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme:	BSc (Hons) in Nursing (Non EU/EEA Nurses)					
2.	School / Centre:	Mayo Campus					
3.	Duration:	1					
4.	NFQ Level:	8					
5.	Type of Review:	New Programme:		Yes:	X	No:	
		Differential Validation:		Yes:		No:	
6.	Date of Review:	25 th May 2016					
7.	Delivery Mode:	Full-time	X	Part-time		Blended	
8.	Panel Members:	Dr Dermot Douglas (Chair) Dr Alice Coffey, UCC Dr Suzanne Denieffe, WIT Dr Ann Drake, HSE Ms Carmel Brennan (Secretary)					
9.	Proposing Staff:	Dr Deirdre Garvey, Head of Mayo Campus Mr Justin Kerr, Head of Nursing, Health Sciences and Social Care Mr John Gately, Mayo Campus Ms Teresa Bruen, Mayo Campus Dr Maura Fitzsimons, Mayo Campus Dr Maggie Wood, Mayo Campus Ms Carmel Heaney, Mayo Campus Ms Caroline Kavanagh, Mayo Campus Ms Marina Keane, Mayo Campus Ms Rosaleen Murray, Mayo Campus Ms Ann Maher, Mayo Campus Ms Susanne Sweeney, Mayo Campus					
10	Programme Rationale:	<p>As part of the concept of internationalisation, the practice of attracting international students to pursue their higher education in Ireland is well established and continues to be an important feature throughout national policy and strategic thinking in education (Department of Education and Skills 2013, Education in Ireland 2012, HEA 2012, Henard et al 2012, Department of Education and Skills 2010). In Ireland it is a relatively recent yet a rapidly increasing phenomenon, with demand from international students expected to continue growing into the future (Department of Education and Skills 2011).</p> <p>Apart from an external demand by international nursing students to be educated in Ireland, there is also a significant number of internal factors in Ireland that have given rise to a growing demand from employers for internationally trained nurses as part of a</p>					

		<p>response to a well-documented nursing shortage across the healthcare system.</p> <p>It is recognised that international nurses do and will continue to make a substantial contribution to the Irish health system (Bucham 2007; Humphries et al 2012 and that facilitating their education to degree level will positively impact health service outcomes (Gallagher and Blegen 2009, Aiken 2011, Kirwan et al 2015). Between 2000 and 2010, 35% of new recruits into the health system were non-EU migrant nurses and Ireland is now more heavily reliant upon international nurse recruitment than the UK, New Zealand or Australia (Humphries et al 2012).</p> <p>Specific to the western province, the evidence suggests that at present 80% of non-Irish trained nurses practicing in Ireland are currently employed in the Eastern region, despite the shortage of nurses being a nationwide phenomenon (Humphries et al 2012). It is anticipated that access to quality educational support solutions for non-Irish trained nurses such as this proposed offering in GMIT Mayo Campus, will play a significant role in attracting them to the west of Ireland and as part of this support the wider healthcare workforce planning for this region. This view was supported throughout the stakeholder consultation process with local and regional employers.</p>
11.	<p>Potential Demand for Entry:</p>	<p>A projected annual intake of 30 students is envisaged. This projected intake is based on a level of demand identified by GMIT's International Office, which is similarly reflective of wider national trends in demand by international students to pursue education in Ireland. Initially, it is envisaged that marketing of this proposed programme will focus initially on India, where GMIT already has a representative presence in the form of an education agent. Once the programme becomes established (pending validation) it is envisaged that the programme will be marketed in other countries.</p>
12.	<p>Stakeholder Engagement:</p>	<p>As part of the programme development process the Department of Nursing, Health Sciences and Social Care consulted with a wide range of local and regional healthcare organisations and potential employers of the graduates from this programme. Throughout this collaborative process broad support was expressed for this programme.</p> <p>There was significant interest and discussion as to whether completing this programme would automatically enable these</p>

		<p>students to register as a nurse with NMBI. As an academic programme alone it will not, and cannot. In addition, the programme development team noted that no other education providers included in the environmental scan of similar programmes had linked their programme with clinical adaptation programmes. There were in-depth discussions with many stakeholders and the programme design team regarding the possible linking of this programme with NMBI accredited clinical adaptation courses offered by the HSE and RCSI that would enable students to register as a nurse with NMBI. despite the programme development team being positively disposed to the linking of the proposed programme and the clinical adaptation courses provided in the region, unfortunately it is not possible at present to do so due to factors outside of the control of GMIT.</p>
13.	Graduate Demand:	<p>During consultation, the view was expressed that this programme would contribute positively to workforce planning and support healthcare provision in the west and north-west regions specifically. This may be realised in terms of students on the programme seeking employment as care assistants in the region during their studies and potentially as nursing staff in the medium to long term. As part of their education visa in Ireland students will be entitled to apply to work for up to 20 hours per week during term time and up to 40 hours outside of term time (Irish Naturalisation and Immigration Service 2011). Based on this a number of the stakeholders consulted with expressed an interest in facilitating employment for this student group.</p> <p>Graduates of this programme will have access to further opportunities in post graduate education and pending registration with The Nursing and Midwifery Board of Ireland (NMBI)*, employment as nurses with local, national or international healthcare employers.</p> <p>Graduating from this proposed programme will particularly benefit these students in pursuing a clinical induction programme and subsequent registration, if they so choose, by providing them with advanced critical thinking and evidence based practice skills upon which they can base their clinical practice.</p> <p>Furthermore, having completed this programme they will also have developed enhanced contextual, cultural and professional insights into nursing in Ireland and the Irish health care system. Graduates of this programme who are already registered and practising as nurses in Ireland will advance their career prospects</p>

		<p>in terms of promotion eligibility and post-graduate training eligibility. This may be in the areas including health care management and or specialist clinical training.</p> <p><i>(* The NMBI retain the sole responsibility for assessing and overseeing nurse registration for practice in Ireland. Completion of this proposed programme does not entitle graduates to automatic registration as a nurse with NMBI. EU trained applicants not entitled to direct registration under the provisions of EU Directive (Directive 2005/36/EC of The European Parliament and Council) plus non-EU trained applicants are individually assessed by The NMBI).</i></p>
14.	Entry Requirements:	<p>Applicants must possess a Level 7 qualification (or equivalent) in Nursing and be registered as a nurse in their home country and have an IELTS proficiency score of ≥ 6.5 (in all categories including overall score, listening, reading, writing and speaking).</p>
15.	Programme Structure:	<p>This is a one-year programme designed as an add-on to a level 7 or equivalent award achieved in a non-EU/EEA context.</p> <p>The programme is designed around four key themes:</p> <ul style="list-style-type: none"> • The art and science of nursing • Understanding people and the context of care • Knowledge skills • Acute and long term illness <p>The programme modules have been developed around these four key themes.</p> <p>The individual module learning outcomes collectively contribute to the overall programme learning outcomes. There are ten 5-credit and one 10-credit module in the programme. All modules are mandatory.</p>
16.	Module syllabi:	<p>See Approved Programme Schedule.</p>
17.	LTA:	<p>The philosophy underpinning the programme is based in values concerning the nature of four fundamental concepts of nursing's metaparadigm: the person, nursing, health, and the environment or context in which nursing is practised (Fawcett, 1984). Parallel to these values, the department understands that working towards sustainable development is essential for the educational, healthcare sectors and for society in general.</p>

		<p>The educational philosophy is congruent with the programme philosophy. The programme seeks to develop a student who is confident in her/his ability to learn. Learning is the responsibility of the student, with opportunities to learn and support for learning provided throughout the programme. Students bring life experiences to the learning process, which are seen as valuable and used as a vehicle for learning. As part of this approach this programme is also mindful of potential acculturation and educational connectedness needs of international nurses particularly when their prior educational or practice experiences may possibly have been informed by more didactic type educational philosophies. Consequently, supporting students through this ideological adjustment is a grounding principle of this proposed programme. Building upon this foundation learning experiences are integrated into the programme. This approach to nursing education seeks to develop an autonomous and enquiring student and a confident professional who feels that she/he has the power to challenge and change practice where required. The emphasis will be on approaches that are student-centred and that engage the student. A broad range of teaching and learning methods will be used to facilitate this.</p> <p>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 nursing. Assessment methods will be wide and varied.</p>
18.	ATP:	<p>It is envisaged that graduates of this programme will seek to become registered nurses in Ireland following completion of a clinical adaptation course. Qualification with a Level 8 Honours Degree will enable them to apply for postgraduate study, should they so desire.</p>
19.	Programme Management:	<p>This programme will be managed within the framework specified by GMIT's Code of Academic Practice No. 2 (GMIT 2013b) and the management structure within the Mayo Campus. Primary responsibility rests with the Programme Board comprising all staff teaching on the programme, the Head of Department, Head of Campus and two student representatives. A lecturer acts as Programme Chair for Programme Board meetings, which are normally held once every term. Programme Boards have responsibility for dealing with matters of an academic nature relating to the particular programme including: ensuring that the aims and learning outcomes are achieved; programme structure</p>

		and syllabus modifications; delivery of the programme; integrity of the assessment process including final examinations; identification and specification of resource requirements; monitoring students' progress, attendance, course work, projects; and maintenance of award standards. Issues relating to additional resource requirements are referred to the Head of Department and/or School.
20.	Resource Implications:	<p>No additional academic staff are required to deliver this programme.</p> <p>As this is a new programme with a cohort of students with specific needs, additional non-academic resources will be required (as outlined in the programme document). These will include additional lecturing hours, library support, IT support, administrative support and additional student support services.</p> <ul style="list-style-type: none"> - Diversity training for staff - Supervision hours for Research 2 and Clinical Practice and Patient Safety (International Nursing). Ration of 1:6 for portion of the module. - Enhance capacity of Mayo Campus' Student Support Services - Physical presence of 2 hours per day of staff from International Office on Mayo campus - Academic Writing Centre on Mayo Campus for 4 hours per week. - Provision of IELTS programme <p>This programme will be delivered as a self-funding programme, and resources required will be incorporated into costing and pricing.</p>
21.	Synergies with existing programmes:	None.
22.	Findings and Recommendations:	<p>Commendations:</p> <ol style="list-style-type: none"> 1. The panel commended the programme team for their enthusiasm, professionalism and their openness and engagement with the validation process. <p>Conditions:</p> <ol style="list-style-type: none"> 1. All the resources required to deliver this programme will be in place prior to registration of students. 2. The entry requirement is to be clarified as: Applicants must possess a Level 7 qualification (or equivalent) in Nursing and be registered as a nurse in

their home country **and** have an IELTS proficiency score of ≥ 6.5 (in all categories including overall score, listening, reading, writing and speaking).

3. Recognition of prior learning is to be omitted from entry requirements.

Recommendations:

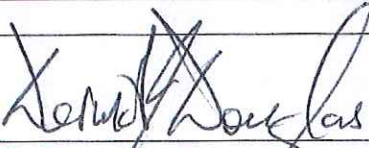

1. In the programme documentation the purpose of the programme should address the fact that the entrants' nursing skills have been endorsed in advance through the achievement of the equivalent of a level 7 qualification and being registered as nurses in their home countries. Registration as nurses in the home country is taken as a proxy for the skill and competence outcomes nurses would be expected to have for a level 8 award. The deficit being addressed by this programme relates to theoretical formation at Level 8.

2.

The document should also clarify what students can do after the programme.

3. As described in the module descriptors, the total weekly learner workload should reflect total student workload, not just the class contact hours. The credit system prevailing in HE is ECTS. This involves a minimum of 20 to 30 notional student effort hours per credit (to include all institutional delivery, assessments, assignments, and examinations, together with a realistic quantification of independent learner effort required to achieve each of the module learning outcomes). Without this, the credit values shown in the proposed Approved Programme Schedules have no standing. The total learner effort as indicated in the current module descriptors is significantly less than is required for 5 and 10 credit modules as it only describes Institutional input.
4. The programme documentation requires editing in relation to content and presentation e.g. text beyond margins, referencing not consistent. The Standard Discipline should read Nursing and Midwifery in the programme document not Science.
5. The number and wording of specific module learning outcomes (MLOs) needs to be reviewed, and assessment strategy needs to be clearly aligned with MLOs. In a number of cases there are too many learning outcomes for a five credit module.
6. MLOs should be linked clearly to programme learning outcomes (PLOs) and PLOs should articulate with QQI national standards for Nursing. This will involve the

		<p>development of new programme LOs for this programme, and a revised mapping showing how modules achieve PLOs.</p> <p>7. The initial intakes of students should rely on jurisdictions where the programme board are confident that potential students meet the necessary clinical and educational requirements, and expand thereafter to other countries.</p> <p>8. Student assessment workload should be reviewed as part of the programme assessment strategy to ensure that students are not being over assessed. Review multiple assessing of the same module learning outcomes (MLOs), unless assessing different elements of same MLOs. If this is the case it should be clarified in the module assessment strategy.</p> <p>9. Review the Programme Learning outcomes to ensure that they are measurable and can be achieved.</p> <p>10. Review module learning outcomes. Ensure there are an appropriate number of measurable MLOs and that they are at the appropriate level. They should be succinctly written statements of specific learning outcomes rather than statements combining multiple learning outcomes.</p> <p>11. Review resources required for each module. It was suggested that each module should have one essential text and a limited, focussed list of additional resources.</p>
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23.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
			
		Dr Dermot Douglas Chair	Ms Carmel Brennan Secretary

12/06/2016 