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FACULTY OF NURSING AND MIDWIFERY

MEMBERSHIP HANDBOOK FOR APPLICANTS

PROF MARIE CARNEY

FACULTY OF NURSING AND MIDWIFERY IN CONSULTATION WITH FACULTY
OF NURSING AND MIDWIFERY BOARD AND FACULTY EXECUTIVE

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RCSI, UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

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MESSAGE FROM DEAN



Prof Michael Shannon
Dean, Faculty of Nursing
and Midwifery RCSI

Dear Members,

I would like to take this opportunity to welcome and congratulate you on becoming a Member of the Faculty of Nursing and Midwifery, Royal College of Surgeons in Ireland. I am delighted that you have chosen the Faculty to become a lifelong resource for your professional and personal growth.

Nursing and midwifery is underpinned by rigorous scientific inquiry that provides a significant body of knowledge to advance practices, shape health policy, and thus impact positively the health of people. In this WHO designated International Year of the Nurse, we are reminded of the emphasis that the founder of modern nursing, Florence Nightingale, placed not just on compassionate care, but compassionate care that is evidenced-based care. The State of the World's Nursing Report WHO 2020 also provides the most up-to-date evidence on policy options for the global nursing workforce. Importantly, the report highlights the critical importance of engaging professionally with nurses and midwives to establish and assure the effectiveness of nursing and midwifery contributions and interventions.

Membership of the Faculty of Nursing and Midwifery, RCSI will provide you with resources to support advances in nursing and midwifery leadership, management, education, research and evidenced based clinical practices as well as huge networking opportunities, which will help advance your professional development. Critically, Membership of our Nursing and Midwifery collaborative will afford you with tremendous opportunities to influence current and future nursing and midwifery practices, thus support you in the delivery of efficient, effective, quality person centred care. Once again, I would like to thank you for becoming a member of the Faculty of Nursing and Midwifery, RCSI and wish you every success in your professional development.

A handwritten signature in black ink that reads "Michael Shannon". The signature is written in a cursive style.

Prof Michael Shannon

Dean
Faculty of Nursing and Midwifery RCSI

ABOUT FACULTY

THE OPPORTUNITY FOR MEMBERSHIP OF THE FACULTY OF NURSING AND MIDWIFERY (THE FACULTY) IS AVAILABLE TO ALL REGISTERED NURSES AND MIDWIVES MEETING THE APPLICATION CRITERIA. FACULTY WANTS TO SUPPORT ENGAGEMENT BY MAKING RCSI AND THE FACULTY RELEVANT TO THE BROADER COMMUNITY OF NURSES AND MIDWIVES.



RCSI DEAN'S MEDAL

The Dean's Medal was designed by the Founding Dean, Ms Mary Frances Crowley. It comprises of the College Badge, mounted on a black background and encircled by eight stars representing the essential qualities of leadership: Knowledge, Responsibility, Conciliation, Availability, Wisdom, Coordination, Co-operation and Prudence.

ABOUT THE FACULTY

Since 1974, the RCSI Faculty has provided education programmes to meet the needs of nurses and midwives working in clinical, education, management and research roles.

The Faculty Board believes that professional practice is underpinned by continuing professional development (CPD), which is associated with the provision of safe, evidence-based care.

KNOWLEDGEABLE NURSES AND MIDWIVES POSITIVELY INFLUENCE THE EXPERIENCES OF, AND THE CLINICAL OUTCOMES, OF PATIENTS AND CLIENTS IN THEIR CARE (Carper, 1978; NMBI, 2017).
THE PROFESSIONS OF NURSING AND MIDWIFERY ADVOCATE THE IMPORTANCE OF LIFELONG LEARNING.

RCSI AND FACULTY MISSION

The framework for Membership is based on the RCSI Mission to educate, nurture and discover for the benefit of human health. This includes developing professional communications, promoting member engagement and providing access to membership programmes.

FACULTY AIM

The aim of the Faculty is to promote the active engagement of registered nurses and midwives at all stages of their career through professional association with the Faculty. The Fellowship, Membership and proposed Associate Membership (2021-22) will facilitate this lifelong engagement.



MEMBERSHIP

WHAT IS MEMBERSHIP?

Membership means subscribing to the Mission, Vision and Values of the Faculty of Nursing and Midwifery, including life-long learning.

Membership requires applicants to apply for, and be accepted as members by the Faculty, following which membership is conferred upon them.

Membership confers the right to use the title MFNMRC SI (Membership of the Faculty of Nursing and Midwifery, RCSI).

Focus is on its Membership Professional Reflection Assessment. Applicants are required to demonstrate understanding of the concept of reflection, Identify the importance of reflection to clinical practice and discuss expected learning from the process.

Joining a professional body or organisation acknowledges that minimum standards have been achieved and confers certain privileges, as determined by the professional body or organisation, or in this case Faculty, on the individual at each stage of their career development.

Professional organisations' provide nurses and midwives with access to peer support, professional networks that facilitate an exchange of ideas, debate and the challenging of preconceived ideas that can open up opportunities for research, innovation and professional development (Farina et al. 2016, The 4c Blog 2017).

THE VALUE OF MEMBERSHIP

Membership for many professional groups is highly valued as a means of demonstrating professional interest and motivation; it makes explicit individual priorities and professional commitment. Membership also indicates a significant level of professional engagement with peers. Professional membership demonstrates dedication, enthusiasm and commitment to quality and standards while supporting professional development. It is considered a competitive advantage in terms of seeking new job opportunities.

The perception of nurses and midwives as having being of value to society is evident as referenced in a recent national public survey (Ipsos MRBI, 2019) and reflected in national (Veracity Index, 2019) and international evidence (Gallup, 2020) with reference to 'Who do we trust more', which identifies nurses' as the most honest and trusted professionals. Consequently the year 2020, the WHO International Year of the Nurse and Midwife is the right time to introduce membership as a valuable tribute to them, especially as this is also the anniversary of the birth of Florence Nightingale. Membership will enhance nurses' and midwives' value to society even further (Ipsos MRBI, 2019).

This is particularly important as nurses and midwives face a future in which policies of the health services in Ireland will significantly change. Thus Membership will provide a conduit to support the professions to adapt to new policies and future innovations.

HOW MEMBERSHIP WILL BE DELIVERED

Membership will be delivered through 'blended learning' approaches. This means delivering CPD and other clinical, education, management and research programmes by face-to-face and on-line learning.

Digitally engaged learning will be very much the focus over the coming years to support the professional development of nurses and midwives. Technology enhances and enables the benefits and improvements that technology can provide to Fellows and Members of Faculty.

e-PORTFOLIO

HOW TO APPLY FOR MEMBERSHIP E-PORTFOLIO REQUIREMENTS

Your application MUST BE presented on-line by using the dedicated Membership e-Portfolio

Details are presented on-line and Opens in new window online application form (Activation Code needed).

You should include:

- Portfolio of personal and professional activities
- Up-to-date brief curriculum vitae
- Assessment fee: €95 –
Details on payment method are available under 'Membership fees' on the e Portfolio web site.

The following section provides information on the e Portfolio requirements needed for submission.

- You are registered as a Nurse or Midwife by the NMBI or in your clinical jurisdiction
- You must have attained a minimum of a bachelor degree in nursing or midwifery or equivalent or a post graduate diploma
- Your dedicated Membership e Portfolio should demonstrate your personal and professional qualifications for membership and evidence of continuous professional development (CPD) which you have incorporated into your e-Portfolio
- Your supporting documentation needs to include a Membership Assessment-titled Membership Professional Reflection Assessment. This assessment will provide evidence of ongoing engagement with lifelong learning and CPD. Submission details are provided in this Membership Handbook
- Potential areas for you to focus on are the reflective process, clinical supervision, preceptorship/mentorship, clinical decision making and teamwork
- Academic and professional activities may be included in the e-Portfolio that supports the following four concepts.
 1. *Quality person centered care by demonstrating clinical initiatives or practice innovation, for example compassionate care*
 2. *Professional and clinical experiences, for example clinical supervision, mentorship, preceptorship*
 3. *Evidence of continuous professional development (CPD)*
 4. *Interdisciplinary collaboration, for example teamwork, networking, building partner-ships*
- You should provide a short analysis of each of the four concepts in the context of your area of nursing/midwifery practice
- You should demonstrate in the career experiences section achievements related to each of the four concepts. Where appropriate, all career experiences should be authenticated, supported and signed by an appropriate individual e.g. Peer Supervisor
- It may be in the case of the CPD concept you may demonstrate continuing education or continuous professional development you have been involved in
- At all times, you must reflect on your career and achievements to date.

MEMBERSHIP FEE

The Faculty will charge a once-only application fee for Membership of **€95 to include all administration and assessment fees.**

An annual Membership subscription of €40 to maintain the title of MFNMRCIS and to include all benefits.

The subscription fee for retired members and those not currently practicing is €20.

DEVELOPING YOUR E-PORTFOLIO

Your portfolio evidence may be developed by using examples of:

- Excellence in the delivery of compassionate care
- Clinical initiative
- Clinical innovation
- Practice development activity
- Audit
- Continuous Quality Improvement
- Facilitating students (pre-registration/post registration to achieve learning outcomes)
- Engaging in continuing education
- Evidence of continuous professional development (CPD)
- Conference attendance or presentations or posters presented or lectures given
- Policy development or policy support initiatives
- Committee work
- Any other work deemed relevant to the core concepts
- The evidence should be applied in demonstrating each of the four concepts
- Avoid attaching excessive appendices to the e Portfolio and only use the most recent examples. Each section should begin with a short introduction and summary
- Remember a portfolio generally reflects professional development over time
- You should include a signed declaration confirming that the information contained in the portfolio is an accurate account and reflection of your professional development.

If you require assistance with your application, please contact facnurse@rcsi.ie/+353 (1) 402 2202.

LIFETIME ENGAGEMENT WITH THE FACULTY

Lifetime engagement is one of the primary principles of Membership. Lifetime engagement will strengthen the voice of members at each stage of their career, from training through to retirement. This engagement will be achieved by:

- Identifying, developing and promoting scholarship
- Encouraging active engagement by members
- Enhancing awareness of social and cultural dimensions in healthcare
- Establishing working partnerships with key stakeholders within RCSI and in clinical settings with a view to establishing interdisciplinary forums
- Strengthening members Professional Voices
- Collaborating on delivery of sub-specialism specific programmes
- Engaging with e Portfolio development.

See Diagram 1 for summary of lifetime engagement

DIAGRAM 1 - LIFETIME ENGAGEMENT



> **Strengthen** members voices from training to retirement



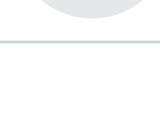
> **Identify**, develop and promote Scholarship



> **Enhance** awareness of social, ethical and cultural dimensions to healthcare



----> **Meet needs** of members throughout career



> **Develop** speciality programmes



----> **Promote** active engagement of members



> **Engage** with e-Portfolio development



----> **Engage** actively with internal RCSI stakeholders

MEMBERSHIP CRITERIA AND GUIDELINES

The following section provides information on criteria and guidelines for membership. Membership will be conferred on nurses and midwives who meet the entry criteria and successfully complete the membership requirements.

The following section provides you with information on how to apply for membership of the Faculty of Nursing and Midwifery and the entry requirements. **The Membership Director will provide you with assistance in completing your application should you need it.**

Criteria for application are accessible to you on-line through Membership Guidelines.

Criteria are:

- You must have attained a minimum of a bachelor degree in nursing or midwifery or equivalent or a post graduate diploma. See APEL/RPL in this document for examples of equivalency and its determination
- You should submit your application through the RCSI Faculty of Nursing and Midwifery Membership e-Portfolio
- Your dedicated Membership e Portfolio should demonstrate your personal and professional qualifications for membership and evidence of continuous professional development (CPD) which you have incorporated into your e-Portfolio
- Your supporting documentation needs to include a membership assessment-titled Membership Professional Reflection Assessment. This assessment will provide evidence of ongoing engagement with lifelong learning and CPD. Submission guidelines are provided in this Membership Handbook
- Potential areas for you to focus on are the reflective process, clinical supervision, preceptorship/mentorship, clinical decision making and teamwork
- Referencing guidelines which you should use in your Membership Professional Reflection Assessment are provided in the Referencing Guidelines in the Membership Handbook
- If you do not meet the qualifying criteria for membership you may submit your application by using the Assessment of Prior Educational Learning (APEL) or Reflection on Prior Learning (RPL) route. This route will be used to recognise your prior clinical expertise and experience
- A course assessor will support you if needed
- A mentoring framework within Membership will allow you to utilise the expertise of existing Fellows of the Faculty in the process
- Details on applying through this route are available in the Membership Handbook.



BENEFITS TO MEMBERSHIP

The following section provides information on the benefits to membership. A wide range of benefits are available to you on applying for, and being awarded Membership of the Faculty of Nursing and Midwifery, including successfully developing the professional voice of Faculty Membership.

Key amongst these benefits is approval by the University and Faculty for you to use the Membership title- **MFNMRC**SI - Member of the Faculty of Nursing and Midwifery Royal College of Surgeons in Ireland. This title is used by members of the faculties of dentistry, radiology, sports and exercise medicine and medicine, RCSI, and now by nursing and midwifery. Such titles are also used within professions such as pharmacy, architecture, and engineering, for example.

These benefits include:

- Access to a suite of value-added services/ amenities exclusive to RCSI Fellows and Members including:
- Access to college facilities for educational and professional gatherings, for example educational programmes, research forum, journal development, peer support groups, discussion groups and scholarship
- Opportunities for you to stay informed with your practice area and contribute to research and educational programmes by linking with professionals working in your area of practice
- Supporting your engagement in lifelong learning by on-going professional education and training that is fundamental for high quality, safe, compassionate, person centred care
- Supporting you to maintain and manage your professional competence
- Supporting your e Portfolio development and maintenance
- Providing innovative events to facilitate 'Communities of Practice' through linking you with nurses and midwives working in specific areas
- Fostering collaboration, mentorship and preceptorship and networking
- Providing career advice and planning for your future by identifying continued clinical and professional development designed for each stage of your career, by encouraging professional inquiry and standards towards career progression
- Connecting and engaging in events by providing information on upcoming national and international events through an events webpage and digital communication Newsfeed that is tailored to nurses and midwives in specialist areas
- Creating a space to exchange ideas, collaborate and problem-solve by fostering and hosting professional networks, intra-disciplinary, multi-disciplinary, national (regional) and international community
- Providing access to Fellowship of the Faculty of Nursing and Midwifery award when eligible and to research and scholarships
- Realising engagement services provided to Fellows and Members of the Faculty
- Availing of RCSI travel through in-house travel agency
- Membership will assist you in preparing for your individual maintenance of professional competence by NMBI when that part of the legislation is commenced by Government and implemented by the Nursing and Midwifery Board of Ireland (NMBI).

MEMBERSHIP ASSESSMENT PROCESS

The following section provides information on the assessment process for Membership. You are required to submit a written Membership Professional Reflection Assessment.

Reflection is a way for healthcare professionals to reflect in, and on their work, thereby developing clinical and education skills (Johns, 2013, Liu, 2015). A solid reflective approach generates a plan for future action (McAteer et al. 2010, Taylor, 2010, Rolfe et al. 2011, Beauchamp, 2013, Hargreaves and Page, 2013). Reflective teaching and learning is a conscious and continuous process that requires us to reflect on experiences (Moffett, 2019, RCSI, 2019).

Reflective practice is defined as 'the process whereby an individual thinks analytically about anything relating to their professional practice with the intention of gaining insight and using the lessons learned to maintain good practice or make improvements where possible' (Academy of Medical Royal Colleges and COPMeD:4 (2018 a).

Reflective practice is important because it demonstrates insight by identifying actions to help learning, development or improvement of practice (Uygur et al. 2019). Reflection develops greater insight and self-awareness and identifies opportunities to improve quality and patient safety in organisations (Farina et al. 2016).

Reflecting helps an individual to challenge assumptions and consider opportunities for improvement. Developing the capacity to reflect should focus on the reflective process and how to use it productively rather than on a specific number or type of reflective notes (Academy of Medical Royal Colleges and COPMeD:4 (2018 a, b).

APPLICANT GUIDELINES FOR SUBMISSION OF MEMBERSHIP PROFESSIONAL REFLECTION ASSESSMENT

You are presented with specific assessment guidelines to allow you to present your work to academic standards. The assessment must be presented on-line by submission via the Faculty of Nursing and Midwifery e Portfolio. Assessment examiners are identified. A summary of grading and submission format is presented in Table 1 below. Further details are presented in the Membership Handbook.

ASSESSMENT AIM

The aim of the Membership Professional Reflection Assessment is to reflect on a professional initiative you have been involved in and to submit your assessment for Membership.

The purpose of the Membership Professional Reflection Assessment is to indicate learning and, where appropriate, future plans. This may include reflection on the concepts of mentorship, preceptorship, professional leadership, clinical supervision and continuous professional development.

A clinical practice initiative may include patient engagement, team building or establishment of a new service. A quality initiative may include quality and service improvement or introduction of a new clinical, education or research initiative. You may demonstrate the importance of maintaining a professional development portfolio which includes evidence of reflection or you may develop a range of coping strategies, such as reflection to demonstrate awareness of the importance of personal physical and mental wellbeing.

SPECIFIC GUIDELINES FOR APPLICANTS ON WHAT DETERMINES A MEMBERSHIP PROFESSIONAL REFLECTION ASSESSMENT

- Reflection should capture learning outcomes and future plans
- Information should be anonymised. Reflection presented should not be identifiable either in relation to a particular patient or particular circumstances and maybe change some facts to ensure it is not identifiable retrospectively
- Factual details should not be presented. Documenting reflections is not the same as reporting serious incidents. Do not present a serious or critical incident
- The Membership Professional Reflection Assessment must not include any matters which may be, or have been involved in a legal case or legal complaint. Any concerns or questions about the appropriateness of the content you are presenting should be directed to the Membership Director
- The Membership Professional Reflection Assessment should explore the What (my thinking) So What (How did I feel) and Now What (What did I learn by doing)
(Academy of Medical Royal Colleges and COPMeD, 2018:4).

What? Approaches to reflection should include the 'What' by focusing on my thoughts at the time of an experience. Your thinking should be structured to capture, analyse and learn from the experience rather than a full discussion of a concept or situation

So what? Involves considering the significance of what happened as well as my values and feelings at the time of, and prompted by the experience, and why these may influence my future learning or actions

Now what? This means exploring the processes and opportunities that can help learning from the experience by identifying future actions, reflection on those actions, and how to use those actions to develop further. Ask what can be learnt or to do differently next time?

(Academy of Medical Royal Colleges and COPMeD, 2018:4).

A summary of grading and submission format is presented in Table 1 below. Further details are presented in the Membership Handbook.

ASSESSMENT LEARNING OUTCOMES

In undertaking this assessment you will:

- Demonstrate understanding of the concepts of reflection
- Use reflection to develop a critical approach to the identification of personal and professional learning needs
- Demonstrate what will be learned from the process of reflection.

ASSESSMENT EXAMINERS

Examiners will include internal and external examiners

- Length of Assessment: 2,000 words in total (3 parts)
- Date of Assessment Submission: As identified by Faculty
- Grading of Assessment: Pass or Fail
- Assessment text should be referenced and a reference list should be provided in line with the submission guidelines of the Faculty. See Referencing Guidelines in the Membership Handbook.
- Submission Format

You are expected to present your Membership Professional Reflection Assessment on-line, in three sections as presented in Table 1.

TABLE 1 - A SUMMARY OF GRADING AND SUBMISSION

Word Count and Marks	Assessment Descriptor
Part 1 (750 words)	<p>You should:</p> <ul style="list-style-type: none"> > Demonstrate understanding of the concept of reflection by identifying an area of practice or concept being reflected on and its importance to practice > Focus on your thoughts at the time of an experience. Asking 'What was I thinking when I took the actions or made the decision that I did'
Part 2 (250 words)	Submit a review of relevant readings on reflection
Part 3 (1,000 words)	<ul style="list-style-type: none"> > Focus on the learning gained by demonstrating what you have learned from the process of reflection > Indicate how this reflective process will inform your practice, continuing education, research or management <ul style="list-style-type: none"> • Grading of Assessment: Pass or Fail

(Membership and Fellowship Sub-Committee (2019-2020)

REFERENCING GUIDELINES FOR MEMBERSHIP PROFESSIONAL REFLECTION ASSESSMENT

The following section provides information on how you should reference your assessment. Assessment text should be referenced and a reference list provided in line with the submission guidelines of the Faculty of Nursing and Midwifery, RCSI as presented in the Membership Handbook.

WHAT IS REFERENCING?

Referencing is a standardised way to acknowledge the sources used in your work. These sources may include websites, journal articles, books or reports.

WHY REFERENCE?

By referencing correctly you will avoid plagiarism and guide readers to original ideas

Referencing is a requirement for student essays, projects and in this case for submission of your Membership Professional Reflection Assessment.

REFERENCING STYLES

Most referencing styles contain the same basic types of information about a source. These are termed bibliographic details. The exact details required will depend on the type of source and the referencing style.

DOCUMENTING

Documenting involves acknowledging the sources you have used by providing full bibliographic details.

Examples of Required Bibliographic Details

1. **Journal articles:** author(s), publication year, article title, journal title, volume, issue, page number(s), Digital Object Identifier (DOI) or URL
2. **Book:** author(s)/editor(s), publication year, book title, place of publication, publisher
3. **Web page:** author(s)/editor(s)/name of organisation, date page was last updated, title of page, date page was accessed, URL
 - A direct quote is when you use the exact words from an original source
 - Short quotes: you may use quotation marks (" ") and merge with the rest of your text
 - Longer quotes: May appear as an indented paragraph

- A quote must be followed by a citation. The citation is connected to a reference at the end of your paper
- Paraphrasing is when you use someone else's ideas in your own words. Each paraphrase should include a citation.

WHAT IS HARVARD STYLE?

Harvard is an author/date style of referencing. It consists of two main elements:

> Citations

These appear in the body of your text referring to a particular author's work or source of information.

Citations consist of an author's surname and a year in parenthesis – there is no numbering system used. (A numbering system is used in the Vancouver Style).

> References

These appear listed at the end of the document giving the complete details of all documents, books, journals articles or websites referenced in the text, arranged in alphabetical order.

In addition you may produce a bibliography listing both the references and all other relevant sources you consulted. There are two main referencing systems-Harvard and Vancouver. For the purpose of this assessment the Harvard System is used.

EXAMPLES IN TEXT CITATIONS

- > If the author's surname is part of the sentence you only put the date in brackets: (Date of publication).
EXAMPLE: In a study by Nee (2001) coping with stress was investigated... or According to Nee (2001) coping with stress...
- > If the author's surname is not part of the sentence you put the author's surname and date in brackets: (Name, Date or publication).
EXAMPLE: The skills and expertise required to reflect effectively are often misunderstood and are poorly developed (Johns, 2002).
- > When you have more than two authors of one article or book, use et al. (et al. is in italics with a full stop after al.)
EXAMPLE: Jarvis, Carney, Boland (2010) Evaluation of advanced nurse practice ... [Use as first citation in text.]. Example: Jarvis et al. (2010) Evaluation of advanced nurse practice ... [Use as subsequent citation hereafter.]

QUOTATIONS

Short quotations –e g- up to 2 lines can be included in the body of the text:- Hall (1995) states that “defining roles and remits is not simple” (p.10).

Longer quotations (more than 40 words) should be indented in a separate paragraph:-

REFERENCES (AT THE END OF PAPER)

References should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995a, 1995b).

The title of the publication should either be in italics or underlined.

Reference for this document <https://libguides.rcsi.ie/referencing>

JOURNAL ARTICLE

Reference elements: Author / Year / Title / Place of publication / Publishers

EXAMPLE: Carper, B.A. (1978) Fundamental patterns of knowing in nursing. *Advances in Nursing Science* 1(1), 13-23.

PRINTED BOOK

Reference elements: Author / Year / Title / Place of publication / Publishers

EXAMPLE: Hargreaves, J. and Page, L. (2013) *Reflective Practice*, Polity Press, Cambridge.

CHAPTER OF AN EDITED BOOK

Author / Year / Title of Chapter / Editor / Title of book / Place of publication / Publishers / Page numbers

REFERENCE EXAMPLE: Carney, M. (2016) 'Consensus as a management strategy for healthcare organisations: culture, involvement and commitment' in A. Ørtenblad et al., eds., *Management innovations for healthcare organisations, adopt, abandon or adapt?* New York: Routledge, 102-118

Link to RCSI Library website

<https://libguides.rcsi.ie/referencing>

Link for journal submissions.

http://www.rcsismj.com/submission_guidelines/specific-instructions/



APEL/RPL FOR MEMBERSHIP

The following section provides information on submitting your application for Membership using Assessment of Prior Education Learning (APEL) or Recognition of Prior Learning (RPL). 'RPL' replaces the term 'Accreditation of Prior Experiential Learning' (APEL) (NUI, 2013).

SUMMARY

The Faculty strategy for lifelong engagement includes recognition of prior learning. Regulations for the Recognition of Prior Learning (RPL) apply to accredited programmes leading to the award of Membership of the Faculty of Nursing and Midwifery and recognised as such by the Quality and Qualifications Ireland (QQI) under the Qualifications and Quality Assurance (Education and Training) Act 2012 and the RCSI Awards and Qualifications Committee (2019).

Regulations ensure academic integrity, consistency and transparency for those applying for Membership (DIT, 2010, DCU, 2011). Quality and Qualifications Ireland (QQI) is the

recognised authority for establishing policies and criteria for access, transfer and progression under the 2012 Act. RCSI is obliged to comply with such criteria. If Prior learning is being applied for Membership the Faculty will adhere to QQI guidelines in this respect.

The National Strategy for Higher Education to 2030 (Hunt Report, 2011) recommend the development of clear routes of progression and transfer, as well as non-traditional entry routes to progression in order to promote flexible delivery of higher education in Ireland (UCD, 2012, NUI Galway, 2012). RCSI is obliged to comply with such criteria.

APPLICANT INFORMATION

Applicants for membership using RPL are presented with specific RPL guidelines to present their previous work to academic standards and in their best interests for membership. Applications should submit their document/ e-Portfolio for Recognition of Prior Learning and the Membership Professional Reflection Assessment document to the Faculty.



APEL/RPL FOR MEMBERSHIP

The entry requirements and award specific rules for recognition of prior learning (RPL) as well as the types of learning recognised are presented in the e Portfolio and in the Membership Handbook

You should read this document and submit your e Portfolio for Recognition of Prior Learning and Membership Professional Reflection Assessment. RCSI has adopted a principles based approach to the Recognition of Prior Learning. This is presented here:

APPLICANT CRITERIA FOR APPLICATION

- RCSI is committed to supporting national developments for the recognition of prior learning (RPL) as well as ensuring academic integrity of education programmes
- Recognition of Prior Learning (2019) places a value on prior learning whereby prior learning is formally identified, assessed and acknowledged for Membership (RCSI, 2019, Uygur and Pawlikowska et al., 2019)
- RPL regulations assures the integrity of Membership by ensuring consistency and transparency
- RPL may be used If you are seeking to progress to a higher degree or award ie. Membership and do not hold a bachelor degree or equivalent (HEA, 2013)
- If you are applying for Membership by using APEL/RPL equivalency
- Full award will not be awarded through APEL/RPL. The award of Membership also requires you to submit the Membership Professional Reflection Assessment
- RPL involves the assessment of knowledge, skills and competence you have previously acquired.

SUPPORTS TO APPLICANTS

- The RPL Assessor and relevant administrative staff within the Faculty are available to provide support and clarification to applicants seeking RPL. Contact information is provided in the course application material (RCSI RPL Regulations, 2019)
- Faculty Membership Assessors will recognise learning that may be informal, formal or non-formal (EU, 2012, 2014)
- Faculty RPL Assessor and relevant administrative staff will provide support and clarification to applicants submitting their e Portfolio by this route
- It is the responsibility of individual applicants seeking RPL to complete the assessment e Portfolio sufficiently in advance of the relevant deadline and to supply all

evidence and documentation in support of their application to ensure a timely decision. All issues relating to RPL will normally be resolved at least one month prior to the application date for Membership

- RPL will not normally be considered retrospectively following registration and application
- Submission must normally be current i.e. achieved within the last five years
- Submissions will be considered on a case-by-case basis.

Please see Appendix 1 for further APEL/RPL information relating to validation of prior learning; learning activities for the assessment of recognition of prior learning; exceptions; appeals; principles of assessment of recognition of prior learning; definition of types of learning recognised and principles based approach to recognition of prior learning (RCSI RPL Regulations, 2019).

APPLICATION OF EQUIVALENCY FOR MEMBERSHIP

If you have not attained a bachelor degree in nursing or midwifery or a postgraduate diploma and are applying for membership you may apply under equivalency criteria. This may include nursing or midwifery qualifications for registration and experience throughout your career and including the following:

- Nursing or Midwifery qualification for registration, for example Certificate in Nursing or Certificate in Midwifery
- Project 2000 qualification in nursing or midwifery
- Postgraduate Certificates in relevant clinical areas
- Relevant clinical, teaching, management or research experience
- The RPL Assessor and relevant administrative staff within the Faculty of Nursing and Midwifery are available to provide support, guidance and clarification to applicants seeking Equivalency under APEL/RPL, if requested
- A decision regarding equivalency will be made on a case-by-case basis by the RPL Assessor.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

The Faculty is one of the longest-serving providers of nurse and midwife education in Ireland and has, over the last four decades, provided nurses and midwives – from a variety of clinical nursing specialties – with a diverse range of educational programmes.

Faculty Members are eligible to apply for, and avail of a suite of CPD programmes being offered at a discounted rate, and designed to support the transition from advanced beginner to expert practitioner, across the life/health continuum.

Clinical development courses are designed for each discipline and career span.

Today, the Faculty focuses on the continuing education of qualified nurses and midwives and offers an extensive and diverse range of CPD programmes.

The Faculty provides nurses and midwives with up-to-date, evidence-based knowledge to enhance their understanding across of range of clinical, managerial, education and research topics.

FACULTY CPD PROGRAMMES DEVELOPED TO MEET YOUR NEEDS

- CPD programmes are designed and delivered in partnership with practising clinical/subject matter experts
- Accredited by RCSI and approved by NMBI and Opens in new window NMBI
- Facilitated in a participative and interactive manner, drawing on the experiential knowledge of participants
- Focused on the application of knowledge to the real world of practice
- Evaluated on completion of each programme

COLLABORATORS IN EXCELLENCE

CPD programmes for members are based on existing CPD programmes designed by the Faculty Board Executive and its significant range of subject expert teaching and clinical associates. CPD programmes are currently being offered to fellows and applicants who apply, with support from the Centre of Excellence in CPD Research and on the European model. Programmes are delivered subject to numbers applying, applicability and notice period.

A summary of the current CPD programmes available is presented in Table 2 and the CPD current programme structure is presented in Diagram 2.

TABLE 2 - CPD PROGRAMMES AVAILABILITY

Clinical Services	Systems management Organisational support Case load & patient management	Multidisciplinary	Interdisciplinary Collaboration Inter-professional education
Lifelong learning	<ul style="list-style-type: none"> > Continuous acquisition of structured learning > Recognition of informal learning > Tailored Individual learning needs > Professional Development with courses designed to support the transition from student nurse to practitioner 	Skills and Competence for changing health environment	<ul style="list-style-type: none"> > CPD for newly qualified nurse/midwife > Clinical supervision > Clinical Development CPD courses designed for each discipline and career span > Preceptorship > Mentorship & Feedback > Change management
Research	<ul style="list-style-type: none"> > To advance science > To promote evidence based practice > Ethics and Ethical dilemmas 	<ul style="list-style-type: none"> > Quality person- centred > Care 	<ul style="list-style-type: none"> > Compassionate care > Patient safety > Client & family quality > Community relationship skills > Primary health care in practice
Systematic Maintenance	<ul style="list-style-type: none"> > Planned learning experience > Regulatory & Ethical & Moral developments 		

(Clune-Mulvaney, C. (2019) CPD Programmes, Faculty of Nursing & Midwifery, RCSI)

DIAGRAM 2 - CPD PROGRAMME STRUCTURE



(Clune-Mulvaney, C. (2019) CPD Programmes, Faculty of Nursing & Midwifery, RCSI University of Medicine and Health Sciences: Dublin).

CPD DESIGN FRAMEWORK-CENTRE OF EXCELLENCE FOR CPD

The Faculty of Nursing & Midwifery works collaboratively with organisations in the design, development and delivery of bespoke CPD Programmes. These programmes will be designed and delivered subject to sufficient numbers applying. To date, collaboration has taken place with organisations across a diverse range of clinical, educational and research areas.

The European Centre of Excellence for Research in Continuing Professional Development is located within the Faculty of Nursing and Midwifery, RCSI and supported by the Executive Director, Prof Thomas Kearns, with members from 20 countries across Europe.

Continuous professional development is being developed by the European Centre of Research Excellence for Research in CPD through advancing the science of CPD.

Dr Cathy Fitzgerald, Centre for Excellence in Nursing in the Faculty of Nursing and Midwifery is leading this Pan-European project that has members with backgrounds that include academia, regulation and professional associations. Objectives are to advance the science of CPD by:

- Research
- Fostering knowledge exchange
- Promoting best practices in CPD
- Developing a joint research agenda
- Coordinating efforts to develop an understanding of the impact of current CPD activities including understanding of the economic effects of CPD.
- The CPD Framework-Concepts is based on several concepts. The CPD Summary Framework-Concepts is based on several areas. See Table 3 for CPD framework concepts and Diagram 3 for Summary of CPD frameworks-concepts.

TABLE 3 - CPD FRAMEWORK-CONCEPTS

Inter-professional CPD	Teamwork Collaborative working Communities of Practice Shared practice Building networks in specialist areas of practice Building partnerships with influencers/HSE/others Community and public health nursing National health promotion strategy	Innovation	Innovative practice Management innovations Best practice Impacting patient outcomes Technology and advances Digital Pedagogies for CPD
Policy	<ul style="list-style-type: none"> > Developing policy guidelines spanning the continuum from administration to strategy > Cooperation with policy makers > EU Guidelines – influence on healthcare policy > EU Nursing and midwifery regulation-impact on practice > Managing strategy 	Person-Centred Care	<ul style="list-style-type: none"> > Clinical decision making > Case and patient load management > Working smart-time > Stress management > Healthcare outcomes > Promoting health
Research	<ul style="list-style-type: none"> > Nursing research, principles, process and issues > Research design/methods > Writing for publication > Presenting at conferences > Poster design > CV preparation > Disseminating and translating research into practice > Outcome research 	Collaboration	<ul style="list-style-type: none"> > Communication Styles > Leadership Styles > Assertiveness > Conflict Management > Assessment Myers Briggs(MBTI) > Coaching for professional & business development > Interviewing skills
		Economic	<ul style="list-style-type: none"> > Fundamentals of healthcare economics > Value for money > Cost effectiveness

(Fitzgerald, C. and Kearns, T. (2020) Based on CPD Mind-map for health professionals European Centre of Excellence for Research in CPD, Faculty of Nursing and Midwifery, RCSI)

DIAGRAM 3 - SUMMARY OF CPD FRAMEWORKS-CONCEPTS



(Fitzgerald, C. & Kearns, T. (2020) Based on European Centre of Excellence (CoE) for CPD European Centre of Excellence for Research in CPD, Faculty of Nursing and Midwifery, RCSI University of Medicine and Health Sciences).

RCSI'S VISION IS 'TO BE AN INTERNATIONAL LEADER IN SUPPORTING HEALTHCARE PROFESSIONALS, THROUGH HIGH QUALITY EDUCATION, RESEARCH AND SERVICE, TO ENABLE PEOPLE TO LIVE LONG AND HEALTHY LIVES'. THE FACULTY BUILDS ON THIS VISION AND INCLUDES "BEING A LEADING PROVIDER OF CONTINUING PROFESSIONAL DEVELOPMENT, LIFELONG LEARNING AND PROFESSIONAL COMPETENCE PROGRAMMES, AND BEING A RESEARCH LEADER IN THIS FIELD".



CONCLUSION

The Board of Faculty and Executive hope you will enjoy the journey towards your membership application and that you will make the decision to apply. Membership offers you many benefits including the right to add the title MFNMRCIS (Member of the Faculty of Nursing and Midwifery Royal College of Surgeons in Ireland) to your professional qualifications. In submitting your Membership Professional Reflection Assessment we have given you the opportunity to identify your critical thinking and analytical skills through reflecting on your practice to date.

If you do not meet the qualifying degree level criteria you are also provided with the APEL/RPL route to application which takes into account for membership your previous experience and learning.

In developing the criteria for membership we have taken into account the views, opinions and aspirations of those who took part in the research undertaken by the Faculty Dean, Board members and the Executive during the past few years. We used surveys and interviews to seek your views on how you would like to see Membership evolve within the Faculty of Nursing and Midwifery.

Of particular importance to us is the perceived "Value" of nurses and midwives as identified in a recent Ipsos, MRBI poll with reference to 'Who do we trust more', which identifies nurses' and midwives as the most honest and trusted professionals. We, in the Faculty endorse this view also.

Membership of the Faculty of Nursing and Midwifery, RCSI will provide you with resources to support advances in nursing and midwifery leadership, management, education, research and evidenced based compassionate clinical practices as well as many networking opportunities, which will help advance your professional development.

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APPENDIX 1: APEL/RPL SUBMISSION-ADDITIONAL INFORMATION

Additional Information relating to submitting application for Membership using Assessment of Prior Education Learning (APEL) or Recognition of Prior Learning (RPL) is presented here.

VALIDATION OF PRIOR LEARNING BY FACULTY

The EU Council (2012) defines validation as a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard which consists of four distinct phases by which the faculty programme directors will validate experiences: Identification, Documentation, Assessment and Certification. Programme directors will identify, document and assess the value of experiences and finally certify findings.

- RPL decisions are made by RPL Assessors on the basis of academic judgment, mapping of learning outcomes and by using the information and evidence provided in the applicants e Portfolio Assessment
- In the case of prior informal/non-formal/experiential learning where no official grade is available, this will be shown as " exempt"
- In the case of prior informal/non-formal/experiential learning where no official grade is available or if prior formal learning was obtained from another institution, these will be shown as "exempt."

LEARNING ACTIVITIES FOR THE ASSESSMENT OF RPL

Competence needs to be shown to be current to have any value or to be accredited. If there is insufficient convincing evidence of current competence, the Assessor will consider other assessment formats for example, Interview or viva (oral questioning), Completion of the usual assessment used to demonstrate the learning in the module for which equivalence is being claimed: Simulation, demonstration, workplace assessment, assignment or project, written examination, letter of validation (RCSI Final RPL Regulations 2019).

EXCEPTIONS

Exceptions may be considered. Learning outcomes achieved on the basis of prior learning must be considered at the appropriate level corresponding to the National Framework of Qualifications.

The submission must normally be current i.e. achieved within the last five years. Submissions will be considered on a case-by-case basis. The RPL Assessor will consider developments (e.g. technological, theoretical) since the learning was achieved and determine whether this would impact on the knowledge, skills and competence required on graduation.

PRINCIPLES OF ASSESSMENT OF RECOGNITION OF PRIOR LEARNING

The Programme Director/ RPL Assessor must be satisfied that the learning derived from prior learning satisfies the learning outcomes at the appropriate level of the award. A judgment is made as to whether or not the outcomes are equivalent in content and level. In documenting decisions and records all GDPR requirements with regards to confidentiality will be adhered to.

Applicants who wish to appeal decisions of their RPL assessment should refer to the Faculty RCSI Admissions Appeals Regulations.

DEFINITION OF TYPES OF LEARNING RECOGNISED

Programme Directors will recognise RPL if submitted for Membership. This Learning may be:

- Informal learning: learning resulting from daily activities related to work, family or leisure and not organised or structured in terms of objectives, time or learning support (e.g. project management skills, ICT skills, languages, intercultural skills)
- Formal learning: Learning which takes place in an organised and structured environment, specifically dedicated to learning and typically leads to the award of a qualification
- Non-Formal learning: Learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present (e.g. in-healthcare organisation training, structured online learning) (EU, 2012).

PRINCIPLES BASED APPROACH TO RPL

RCSI has adopted a principles based approach to RPL. The Membership award will have explicit specific RPL criteria as published in this document. Course documentation states the programme specific RPL criteria regarding exemption permitted this will take account of the desired level of coherence needed to satisfy the learning outcomes (FIN, 2011, HEA,2013, RCSI Final RPL Regulations, 2019).



ACKNOWLEDGEMENTS

FACULTY OF NURSING AND MIDWIFERY BOARD

Prof Michael Shannon, Dean and Board Members (2020-)

MEMBERSHIP AND FELLOWSHIP SUB-COMMITTEE

Prof Michael Shannon, Dean, Faculty of Nursing and Midwifery

Dr Theresa Frawley, Dean Emeritus; Mr. Paul Mahon; Ms. Lasarina Maguire; Ms. Marianne Garvey-McMahon; Dr Kevin Mc Kenna, Prof Marie Carney, Former Dean.

Faculty Board Members (2018-2020) Dr Theresa Frawley, Dean

Faculty Board Members (2016-2018) Ms. Mary Jacob, Dean

Faculty Board Members (2016) Prof Marie Carney, Dean.

FACULTY EXECUTIVE

Prof Thomas Kearns, Executive Director, Faculty of Nursing and Midwifery

Ms. Catherine Clune Mulvaney, Faculty Education and Operations Officer

Ms. Aine Halligan, Faculty Secretariat

Dr Cathy Fitzgerald, Centre for Research Excellence

COLLEGE SUPPORT

From: Mr. Kieran Ryan, RCSI Surgical Director;

Ms. Kate Smith, Administrator Presidents Office;

SARS; IT Support; AXIA.



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