

NMBI Site Inspection of Nursing Education Programmes

Monitoring Update Report

Munster Technological University (MTU)



**Bord Altranais agus
Cnáimhseachais na hÉireann**
**Nursing and Midwifery
Board of Ireland**

Contents

Introduction	2
Monitoring Timelines	2
General Nursing and Mental Health Nursing	3
Audit Requirements	4
Monitoring Update	13
General Nursing	13
Commendations	13
Response to Conditions and Current Status	14
Mental Health Nursing	16
Commendations	16
Response to Conditions and Current Status	18

Introduction

This report is an update of the Munster Technological University (MTU) site inspection report approved by the Nursing and Midwifery Board of Ireland (NMBI) on 23 March 2022. The monitoring update report is based on information provided by MTU in collaboration with their practice partners.

Monitoring Timelines

Board approval of site inspection report	23 March 2022
Response to conditions received from education body	3 October 2022
Follow up meeting with education body	20 October 2022
Monitoring report published	31 January 2023

Signed:



Sheila McClelland
Nursing and Midwifery Board
of Ireland, CEO



Carolyn Donohoe
Director of Education, Policy
and Standards

Registered General Nursing

NAME OF EDUCATION BODY	Munster Technological University, Tralee
HEAD OF NURSING/MIDWIFERY	Dr Gerardina Hartnett
PROGRAMME LEADING TO REGISTRATION:	BSc (Hons) in General Nursing
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED:	Kerry University Hospital Kenmare Community Hospital

Registered Mental Health Nursing

NAME OF EDUCATION BODY	Munster Technological University
HEAD OF NURSING/MIDWIFERY	Dr Gerardina Hartnett
PROGRAMME LEADING TO REGISTRATION:	BSc in Registered Mental Health Nursing
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED:	Kerry University Hospital – Acute inpatient Mental Health Services Community Acute Assessment Hub

Audit Requirements

Key FC – Fully Compliant, PC – Partially Compliant, NC – Non-compliant

1. Eligibility to Apply for Approval		General	Mental Health
1.1	The Education Body as the provider has declared that the programme complies with applicable statutory, regulatory and professional body requirements and as stated by NMBI in Nurse Registration Programmes Standards and Requirements.	FC	FC
1.2	There is a satisfactory rationale for providing the programme.	FC	FC
1.3	There is support for the introduction of the programme from the relevant stakeholders.	FC	FC
1.4	There is evidence that the provider responds to change affecting professional, educational, health, social and economic issues.	FC	FC
1.5	There is evidence of employment opportunities for graduates where relevant.	FC	FC

2. Curriculum Design and Development		General	Mental Health
2.1	All statutory and regulatory requirements of NMBI and European Directives are met (the latter if relevant).	FC	FC
2.2	The programme of study makes the safety of the person and the protection of the public an integral, explicit, and continuing component within the curriculum.	FC	FC
2.3	The curriculum is comprehensively and systematically documented.	FC	FC
2.4	The curriculum model chosen is dynamic and flexible to allow for a change in nursing practice and health care delivery.	FC	FC
2.5	Current educational theory, professional nursing knowledge and advances in health care practice, which are evidence/research-based, guide curriculum design and development.	FC	FC
2.6	The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice to achieve the learning outcomes. This is outlined in the circuit of training for the duration of each programme (RGN, RCN, RNID, RPN, RPHN, RNP, RNT, RANP and Specialist).	FC	FC

Continued

		General	Mental Health
2.7	The intended learning outcomes are consistent with the applicable awards standards (QQI, 2017) and consistent with the NFQ level of higher education qualifications.	FC	FC
2.8	The curriculum utilises a range of teaching/learning strategies and provides a balance between lectures, tutorials, workshops, small group teaching, interactive learning demonstrations, practical work and self-directed learning.	FC	FC
2.9	The curriculum development team is led by academic staff who are Registered Nurse Tutors and comprises of representative members of academic staff with the appropriate academic, professional qualifications and experience and clinical stakeholders in nursing practice regarding the programme of education (RGN, RCN, RNID, RPN, RPHN, RNP, RNT, RANP and Specialist).	FC	FC
2.10	Nursing subjects are developed and taught by registered nurses with appropriate professional and academic qualifications and teaching expertise in the subject matter.	FC	FC
2.11	Module descriptors identify the European Credit Transfer and Accumulation System (ECTS) credits, aims, learning outcomes, indicative content, student contact hours, student effort/self-directed learning hours and assessment strategies.	FC	FC
2.12	Each module is suitably structured and coherently oriented towards the achievement by students of the intended learning outcomes.	FC	FC
2.13	The curriculum is designed to assist the development of knowledgeable, competent, reflective practitioners capable of accepting personal and professional accountability for delivering evidence-based practice.	FC	FC
2.14	The curriculum articulates opportunities for intentional, shared, interprofessional learning that is designed to enhance collaborative practice with other health professionals and where relevant interprofessional subjects are developed and taught with support from other healthcare disciplines with appropriate professional, clinical and academic qualifications and teaching expertise in the subject matter.	FC	FC
2.15	The curriculum articulates how the student is enabled to achieve the expected learning outcomes of the programme.	FC	FC

3. Student Entry, Admission, Transfer, Discontinuation and Completion

		General	Mental Health
3.1	Clear and comprehensive information for applicants is publicly available, specifying the programme of study and the application process. In addition, students must be able to readily access all information needed for them to estimate realistic prospects for admission to and completion of the programme (such as a particular type of practicum).	FC	FC
3.2	The mechanism for student admission to the educational programme ensures that the stated entry requirements of NMBI are met in accordance with the institutional policy regarding equal opportunities for students and flexible modes of entry (Mature Students, FETAC, ACCESS, graduate entry) and clear procedures for approval of prior Learning (APL) if relevant. The approval of prior learning does not disadvantage the student concerned (by admitting students who are insufficiently prepared to undertake the level of higher education required) or compromise the integrity of the programme.	FC	FC
3.3	Before admission to the programme of education and training leading to registration in the Public Health Nurses Division of the Register - The name of the candidate for registration must already be entered in the General Division of the Register of Nurses. - The candidate must have two years of clinical experience in nursing. In addition, unless the candidate's name is registered in the Midwives Division of the Register, the candidate must complete an NMBI approved module or unit of study on Maternal and Child Health as part of the programme.	N/A	N/A
3.4	The conditions for students' continuing progression and successful completion of the programme are explicit and are made known, in writing, to students at the beginning of the programme.	FC	FC
3.5	The mechanism and conditions for students exiting the educational programme before completion are explicit including exit awards if appropriate.	FC	FC
3.6	NMBI (Registration Department) is notified annually, in writing of any student who exits the programme prior to the successful completion of the programme by the programme coordinator (if relevant).	FC	FC

Continued

		General	Mental Health
3.7	Following any interruption in the educational programme, the partnership institutions ensure that the student meets the educational programme requirements as identified by the NMBI (if relevant).	FC	FC
3.8	Eligibility to register with the NMBI is based on successful completion of the programme and the achievement of both the theoretical and clinical practice components and records are maintained regarding conferment of academic awards.	FC	FC

4. Programme Governance and Management

		General	Mental Health
4.1	There is a formal Memorandum of Understanding (MOU) between each Education Body and its AHCP(s) describing mutually agreed planned approaches which the parties will adopt and support to ensure the programme can reach a successful conclusion and support mechanisms are in place for students.	FC	FC
4.2	The Memorandum of Understanding (MOU) details the system for academic liaison and engagement with practice sites to support undergraduate practice-based learning.	FC	FC
4.3	The programme of study is subject to institutional review involving competent academic oversight and scrutiny, independent of those directly involved in the delivery of the programme, to determine how the findings of such reviews are used to bring about improvements.	FC	FC
4.4	The organisation structure supporting the management of the educational programme is explicit and includes the named person with direct responsibility as head of nursing/course leader/coordinator and he/she holds appropriate academic and professional qualifications and experience.	FC	FC
4.5	A governance agreement is in place within the Education Body in respect of financial and staffing resources to support the delivery of the educational programme for the five-year approval period. In addition, the financial standing information is required to give prospective students some assurance that the provider is a going concern.	FC	FC

Continued

		General	Mental Health
4.6	Membership of the local Joint Working Group (LJWG) is inclusive of representatives from academic, and clinical stakeholders, from acute and community practice settings. Composition of the LJWG should reflect health services reorganisation and its membership adjusted accordingly and the LJWG is responsive to programme change in line with the DOH Health Reform Agenda and population focus.	FC	FC
4.7	For external practice placements outside of Ireland, the Education Body must have formal arrangements in place with host practice institutions that comply with NMBI regulations and EU Directives.	N/A	N/A
4.8	The process of monitoring and responding to student attendance in respect of the theoretical and clinical practice experience requirements are maintained and an action plan is put in place if a student is not attaining the attendance requirements.	FC	FC
4.9	A mechanism for staff development that prepares staff to deliver the educational programme including the provision for maintaining nursing subject expertise and academic and clinical credibility is in place. There is a mechanism to review staff performance and addressing underperformance.	FC	FC
4.10	An annual report on the programme of study (RGN, RCN, RNID, RPN, RPHN, RNP, RNT and RANP) and specialist programmes are provided to NMBI by the 31 March of each year in partnership with AHCPs.	FC	FC

5. Student Support, Supervision and Learning Resources

		General	Mental Health
5.1	Education Body and Schools/Departments educational learning resources and facilities (including technological support) adequately support the delivery of the programme and recognize that the environment may be partly virtual or involving the workplace.	FC	FC
5.2	The staff resources support the delivery of the educational programme at the stated professional and academic level.	FC	FC
5.3	There are arrangements to ensure that the programme will not enrol students unless a complement of staff meet the specifications and meet the ratio required.	FC	FC
5.4	Audit of the clinical learning environment should facilitate the identification of the number of students that may be effectively supported within a practice placement.	FC	FC
5.5	A formal grievance, complaints and appeals policy for students is in place.	FC	FC
5.6	Mechanisms for student support in relation to the provision of adequate guidance, supervision and competence development in practice placement settings are relevant to the particular programme (RGN, RCN, RNID, RPN, RNP, RNT, RPHN, RANP and Specialist).	FC	FC
5.7	The programme provides support for students who have special education and training needs and makes reasonable accommodations for students with disabilities.	FC	FC
5.8	Regarding the programme leading to registration as a Registered Nurse Prescriber, written confirmation from an employer is required in relation to the provision of supervised practice and meeting the students learning needs to support the achievement of the expected learning outcomes.	N/A	N/A

6. Assessment Strategies

		General	Mental Health
6.1	Assessments are strategically planned and function to provide feedback on student progression and ensure educational standards from a theoretical and clinical perspective are achieved before entry to the next year of the programme.	FC	FC
6.2	Final assessment measures the integration and application of theory to patient/client care learned throughout the programme and requires the student to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice.	FC	FC
6.3	Sample assessment instruments, marking schemes and related evidence has been provided for each assessment and indicates that the assessment is valid and reliable.	FC	FC
6.4	The grading criteria indicating the standard for a pass award is declared and made explicit for theoretical and clinical practice assessments.	FC	FC
6.5	Policies governing student absence, non-submission of assessment work, non-attendance at examinations, mitigating circumstances and repeat arrangements are explicit.	FC	FC
6.6	Assessment regulations relating to compensation, supplemental examinations, appeal mechanisms and conditions for a continuance on the programme are explicit and made known to students and key stakeholders.	FC	FC
6.7	There is a mechanism in place for early feedback on student performance, detection, and support for students at risk of unsatisfactory progress and monitoring of success rates.	FC	FC
6.8	The assessment strategies do not allow compensation between theoretical and clinical practice.	FC	FC
6.9	There is evidence that external examiners are appointed by the education body in accordance with its procedures and with criteria specified by NMBI.	FC	FC
6.10	Eligibility to register with NMBI is based on successful completion of the programme and the achievement of both the theoretical and clinical practice assessments.	FC	FC

7. Practice Placements

		General	Mental Health
7.1	Clinical practice placements are based in health care institutions, community and primary care areas that are the subject of audit for their suitability as a quality learning environment to support the achievement of the learning outcomes. This commitment is outlined in the Memorandum of Understanding (MOU).	FC	FC
7.2	Prior to using new practice placements sites, verification of the completed audit as endorsed by the Education Body must be submitted to NMBI.	FC	FC
7.3	Where learning opportunities occur under the supervision of other members of the multidisciplinary team, allied health, educational and social care professionals, such experiences are monitored by a registered nurse and the placement's final assessment process allows for the involvement of a Registered Nurse.	FC	FC
7.4	There is a process in place for students to evaluate clinical placements.	FC	FC
7.5	The Education Body has a framework in place for students to raise concerns about the perceived safety of the practice learning environment. The Education Body has a formal structure in place, in agreement with their AHCPs, to follow up such reports with clinical sites concerned.	FC	FC
7.6	Systems for allocation of students are transparent and fair.	FC	FC
7.7	A maximum of 13 weeks of NMBI clinical instruction time may be provided for students to experience practice placements in either a European Union state or in an International Healthcare System that are governed by a formal learning agreement between the students' own Education Body and the Education Body of the hosting country detailing the agreed criteria and mechanisms for such placements and approved by either the competent authority of the host state or by the hosting Education Body with whom the AHCP is associated.	N/A	N/A
7.8	As with all practice placement sites, the Education Body must notify the NMBI of the agreed criteria and mechanisms utilised for evaluating an International / EU Practice Placements as being an appropriate learning environment for the development of students' competences.	N/A	N/A

8. Practice Placements Learning Environment and Competence Assessment

		General	Mental Health
8.1	Clearly written up-to-date learning outcomes/objectives appropriate to the agreed practice specific competencies are available and accessible to guide each student learning and achievement of competence in each programme of study (RGN, RCN, RNID, RPN, RNP, RPHN, RNT, RANP and Specialist).	PC	PC
8.2	Practice-based learning is supported by adequate numbers of appropriately qualified and prepared practitioners to include preceptors, Clinical Placement Coordinators who are supported by a Nurse Practice Development Coordinator. A minimum ratio of one clinical placement coordinator to every 30 nursing students is in place with due regard to the geographical location and array of practice settings (Department of Health 2004, 41).	FC	FC
8.3	Each student is assigned a named preceptor, who is a registered nurse and has completed teaching and assessing course, during practice placements to provide support and supervision.	FC	FC
8.4	Assessment of the achievement of practice learning and competence development is undertaken in a fair, effective, and transparent manner in accordance with the assessment strategy and NMBI framework.	FC	FC
8.5	The supernumerary status of the student in years 1-3 is explicit for preceptors and nursing students.	FC	FC
8.6	Specific periods of protected time, a minimum of four hours, are allocated for reflection during supernumerary placements and the final internship clinical placement (Nurse Education Forum 2000) and is agreed formally between the Education Body and the AHCPs and included in the memorandum of understanding. (Circular 46/2004, Department of Health and Children 2004).	FC	FC
8.7	Students are supported and supervised during the final placement of 36 weeks internship to consolidate the completed theoretical learning and to support the achievement of clinical competence on graduation and registration.	FC	FC
8.8	The Education Body and AHCPs operate an effective mechanism for the protection of the public and the safety of the vulnerable person receiving healthcare.	FC	FC
8.9	The Education Body and AHCPs operate robust processes for managing health problems encountered by students.	FC	FC

Monitoring Update

General Nursing

PROGRAMME LEADING TO REGISTRATION:	BSc Nursing in General Nursing
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED:	Kerry University Hospital Kenmare Community Hospital

General Programme Commendations

- The partnership between the education body and AHCPs is very strong with the student as central focus. The facilitation of supernumerary structured reflection is to be commended.
- Management of students with disabilities, student accommodation processes and the REACH programme for academic support for new students are all to be commended.
- There was a great example offered of interdisciplinary learning in the college with a joint project between students from the Nursing and Arts faculty on Covid-19 through the media of film.
- The college had gone to great efforts and was innovative in the redesign of campus nursing facilities to ensure safe access for all students to clinical skills workshops amidst the challenges of the pandemic.
- Students expressed gratitude for the support provided throughout clinical placements by both CPCs and clinical staff. This was also reflected by graduates that sought employment where they completed their clinical placements during the undergraduate programme.
- Effort of CPCs in providing ongoing support for a large number of students in both University Hospital Kerry, Kenmare Community Hospital and various off-site placements, is to be commended.
- The effort of the SALO working across two programmes is highly commendable.
- Based on the clinical site visit – there is a strong commitment among all staff to support student learning and it is noted there is strong leadership in the Nursing Department focusing on workforce planning to improve staffing ratios.

Response to Conditions and Current Status

Requirement No.	2.10
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide a project plan for nursing academic staff to prioritise undertaking a suitable teaching and learning qualification as part of their continuing professional development within the next 12-24 months.
Updated response	The Department of Nursing currently employs 24 nurse lecturers (16 WTE and 8 part-time ranging from 2 to 4 days weekly); 1 clinical nurse facilitator, 1 allocations officer, 2 administration staff and 1 Head of Department. Academic CVs submitted.
Updated outcome	Fully Compliant

Requirement No.	4.7
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide evidence of up-to-date MOUs for external practice placements as outlined above. Evidence must also be provided in respect of UK Erasmus agreements with MTU.
Updated response	Since MTU's site inspection in October 2021, there has been no engagement with the Erasmus programme. MOUs with all Erasmus partners have expired and since been retired. Students from MTU have not and will not be attending these host institutions for external practice placement. Currently, the Department of Nursing is negotiating the establishment of an Erasmus programme with the University of Alicante, Spain. Once agreed, the MOU, the Hospital Ward Audits and future evaluation data for this external practice placement will be forwarded to NMBI.
Updated outcome	Not applicable

Requirement No.	4.9
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide evidence of the review undertaken of the institutional policy (appendix 66) incorporating HSE programmes undertaken by staff and their clinical engagement.
Updated response	Individual staff CVs submitted as evidence of HSE programmes undertaken by staff and their clinical engagement.
Updated outcome	Fully Compliant

Requirement No.	5.2
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide evidence of CVs that demonstrate the teaching and education qualifications of staff.
Updated response	Twenty-one out of twenty-four academic staff members teaching in the general nursing programme have undertaken a teaching and education qualification as outlined in requirement 2.10 above. In addition, the Head of Department is also an Registered Nurse Tutor.
Updated outcome	Fully Compliant

Requirement No.	5.3
Programme Inspection outcome	Non Compliant
Condition	The education body must provide evidence of the engagement process with AHCPs to ensure that incoming student numbers are set based on CPCs support available (1:30) on an annual basis.
Updated response	As of 30 September 2022, CPC to student ratio is 1:27.5; 8.1 WTE CPCs for the programme with 224 students. SALO to student ratio is 1: 150 when the new mental health SALO (0.5) starts in October 2022.
Updated outcome	Fully Compliant

Requirement No.	7.7
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide updated documentation to support International/EU Practice Placements.
Updated response	MTU is planning to recommence the Erasmus programme in September 2023 and will provide the required documentation to support the International/ EU practice placements to NMBI in advance of this engagement.
Updated outcome	Not applicable

Requirement No.	7.8
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide evaluations for International/EU Practice Placements.
Updated response	When a future Erasmus programme/s are established, MTU will notify NMBI of the agreed criteria and mechanisms that will be utilised for evaluating an international / EU practice placement as being an appropriate learning environment for the development of students' competences.
Updated outcome	Not applicable

Requirement No.	8.1
Programme Inspection outcome	Partially Compliant
Condition	The education body and AHCP must provide learning outcomes that are written in partnership and are year and unit and/or department specific.
Updated response	Sample of year and unit specific learning outcomes that outline practice specific competencies submitted. These are available for nursing students at unit level and the CPCs and/or preceptors introduce the student groups to the outcomes when students are being orientated to the unit. These unit learning outcomes will be reviewed collaboratively between link lecturers and practice development team.
Updated outcome	Partially Compliant

Requirement No.	8.2
Programme Inspection outcome	Non Compliant
Condition	The education body and AHCP will provide evidence of CPC ratios acknowledging geographical location of student placements and CPC support provided. CPC ratio 1:30 must be adhered to and the current CPCs must remain in post to provide the required level of student support with due regard to the geographical location.
Updated response	As per section 5.3 above the student CPC ration is 8.1 WTE for 224 students. Allocation of CPCs to University Hospital Kerry and the Bon Secours Hospital is 7 allowing for a ratio of 1:29. In addition, there is a 0.8 WTE CPC (1:18) in situ in Bantry General Hospital to allow for the geographical distance to this site and a 0.3 CPC (1:21) is allocated to older person services in Tralee, Killarney and Kenmare allowing for due regard to the geographical location.
Updated outcome	Fully Compliant

Requirement No.	8.3
Programme Inspection outcome	Partially Compliant
Condition	The education body and AHCP must provide evidence of trained preceptor numbers and evidence of training updates.
Updated response	Since October 2021, registered nurses have engaged with the new national online preceptorship programme “Preceptorship in Practice” via HSELand. In addition, each preceptor is offered a two-hour workshop based on the development of a Competency Development Learning Support Plan facilitated by the Centre of Nurse Education, University Hospital Kerry and academic staff members (link lecturers) from the Department of Nursing at the MTU. Since 30 May 2022, 70 nurses have completed the preceptorship programme with 40 at University Hospital Kerry, 20 at Bantry General Hospital and 10 in Older Person Care Services.
Updated outcome	Fully Compliant

Mental Health Nursing

PROGRAMME LEADING TO REGISTRATION:	BSc (Hons) in Mental Health Nursing
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED:	University Hospital Galway Danesfield Day Centre

Commendations

- The partnership between the education body and AHCPs is very strong with the student as central focus.
- Management of students with disabilities, student accommodation processes and the REACH programme for academic support for new students are all to be commended.
- The college had gone to great efforts and was innovative in the redesign of campus nursing facilities to ensure safe access for all students to clinical skills workshops amidst the challenges of the pandemic.
- The effort of the SALO working across two programmes is highly commendable.
- Based on the clinical site visit – there is a strong commitment among all staff to support student learning and it is noted there is strong leadership in the Nursing Department/Clinical Area focusing on workforce planning to improve staffing ratios.

Response to Conditions and Current Status

Requirement No.	2.9
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide update CVs to include teaching expertise or RNT for mental health lecturers.
Updated response	The Department of Nursing currently employs 7 academic staff members in the mental health nursing programme. Of the 7, three are employed full-time and 4 on part-time contracts ranging from 2 to 4 days per week. CVs from academic staff were submitted for review. The NMBI PIN, qualifications, education in teaching and CPD records are noted in CVs to demonstrate the relevant expertise in the subject matter area.
Updated outcome	Fully Compliant

Requirement No.	2.10
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide CVs of all mental health lecturers to include pin numbers. An outline of the mental health lecturers CPD records to be included.
Updated response	CVs and NMBI PINs for each of the seven mental health nursing lecturers were submitted.
Updated outcome	Fully Compliant

Requirement No.	3.6
Programme Inspection outcome	Partially Compliant
Condition	The education body will clarify how it notifies NMBI of students that exit the programme.
Updated response	The Allocations Officer at the MTU will notify the NMBI Registration Department, in writing of any student who exits the programme prior to the successful completion of the programme. In addition, the annual report from the Department of Nursing will indicate the attrition rates of nursing students from the programme during the preceding year.
Updated outcome	Fully Compliant

Requirement No.	4.1
Programme Inspection outcome	Partially Compliant
Condition	The education body will clarify that existing MOUs include the mental programme and its supports.
Updated response	The existing MOU includes the mental health programme and its supports. Memorandum of Agreement and direct reference to the mental health nursing programme submitted.
Updated outcome	Fully Compliant

Requirement No.	4.2
Programme Inspection outcome	Partially Compliant
Condition	The education body will clarify that existing MOUs include the mental programme and its supports.
Updated response	The MOU details the system for academic liaison and engagement with practice sites to support undergraduate practice-based learning.
Updated outcome	Fully Compliant

Requirement No.	4.7
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide evidence of up-to-date MOUs for external practice placements as outlined above. Evidence must also be provided in respect of UK Erasmus agreements with MTU.
Updated response	Since MTU's site inspection in October 2021, there has been no engagement with the Erasmus programme. MOUs with all Erasmus partners have expired and since been retired. Students from MTU have not and will not be attending these host institutions for external practice placement. Currently, the Department of Nursing is seeking Erasmus programme partners and once sourced, the MOU, the Hospital Ward Audits and future evaluation data for this external practice placement will be forward to NMBI.
Updated outcome	Not applicable

Requirement No.	4.9
Programme Inspection outcome	Partially Compliant
Condition	The education body will provide evidence of the review undertaken of the institutional policy (appendix 66) incorporating HSE programmes undertaken by staff and their clinical engagement.
Updated response	A mechanism is in place where each of the mental health lecturers meet on an individual basis with the Head of Department on an annual basis to establish professional goals, to determine explicit teaching performance and additional responsibilities within the Department or School and to outline the educational and professional needs of the lecturer in achieving these stated goals. This includes HSE programmes undertaken by the lecturers and incorporates their responsibilities as link lecturers.
Updated outcome	Fully Compliant

Requirement No.	5.2
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide evidence that staff resources are at the stated professional and academic level.
Updated response	The staff resources are at the stated professional and academic level. Evidence submitted.
Updated outcome	Fully Compliant

Requirement No.	5.3
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide evidence of the engagement process with AHCPs to ensure that incoming student numbers are set based on CPCs support available (1:30) on an annual basis.
Updated response	The Local Joint Working Group tables an agenda item in October of each academic year requesting that incoming student numbers are based on CPC supports available.
Updated outcome	Fully Compliant

Requirement No.	7.1
Programme Inspection outcome	Partially Compliant
Condition	The education body will clarify that existing MOUs include the mental health programme clinical practice placements.
Updated response	The mental health programme practice placements are outlined in the submitted MOUs.
Updated outcome	Fully Compliant

Requirement No.	7.7
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide updated documentation to support International/EU Practice Placements.
Updated response	Since MTU's site inspection in October 2021, there has been no engagement with the Erasmus programme. MOUs with all past Erasmus partners have expired and have been retired. Students from MTU have not and will not be attending these host institutions for external practice placement.
Updated outcome	Not applicable

Requirement No.	7.8
Programme Inspection outcome	Partially Compliant
Condition	The education body must provide evaluations for International/EU Practice Placements.
Updated response	If a future Erasmus programme/s are established, MTU will notify NMBI of the agreed criteria and mechanisms that will be utilised for evaluating an international / EU practice placement as being an appropriate learning environment for the development of students' competences.
Updated outcome	Not applicable

Requirement No.	8.1
Programme Inspection outcome	Partially Compliant
Condition	The education body and AHCP must provide learning outcomes that are written in partnership with the AHCPs and are year and unit and/or department specific.
Updated response	The year and unit and/or department specific learning outcomes have been revised collaboratively between the education body Link Lectures and AHCP for the mental health nursing programme.
Updated outcome	Partially Compliant

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