

# **NMBI Site Inspection** of Nursing Programmes Leading to Registration and Specialist Practice

## **Monitoring Update Report**

**Atlantic Technological University,  
St Angela's Sligo**



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

# Contents

**Introduction** 2

**Monitoring Timelines** 2

## 01

**Nursing Education Programmes** 3

**Required Compliance** 5

**Monitoring Update** 11

**General Nursing** 13

Commendations 13

Response to Conditions and Current Status 15

**Intellectual Disability Nursing** 18

Commendations 18

Response to Conditions and Current Status 20

## 02

**Post-graduate Nursing Programmes** 25

**Required Compliance** 25

Commendations 28

Response to Conditions and Current Status 28

## Introduction

This report is an update of the Atlantic Technological University, St Angela's Sligo (ATU, St Angela's) site inspection report approved by the Nursing and Midwifery Board of Ireland on 19 July 2023. The monitoring update report is based on information provided by ATU, St Angela's in collaboration with their practice partners.

## Monitoring Timelines

Board approval of site inspection report	19 July 2023
Response to Conditions received from Education Body	19 February 2024
Follow Up Meeting with Education Body	25 March 2024
Monitoring Report Published	28 March 2024

Signed:



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**Sheila McClelland**  
NMBI CEO



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**Carolyn Donohoe**  
Director of Education, Policy and  
Standards, NMBI



01

**Nurse Education  
Programmes**

<b>NAME OF EDUCATION BODY</b>	St Angela's College, Sligo
<b>HEAD OF NURSING/MIDWIFERY</b>	Dr Edel McSharry

## General Nursing

<b>PROGRAMME LEADING TO REGISTRATION:</b>	BSc (Hons) in General Nursing
<b>PRACTICE PARTNER SITES INSPECTED:</b>	<ul style="list-style-type: none"> <li>• Sligo University Hospital</li> <li>• Our Lady's Community Hospital, Manorhamilton Co Leitrim</li> <li>• Ballymote Community Hospital, Sligo</li> <li>• St Patrick's Hospital Carrick on Shannon, Co Leitrim</li> <li>• Nazareth House, Sligo Nursing Home</li> <li>• St John's Community Hospital</li> </ul>

## Intellectual Disability Nursing

<b>PROGRAMME LEADING TO REGISTRATION:</b>	BSc Nursing Science Intellectual Disability
<b>PRACTICE PARTNER SITES INSPECTED:</b>	<ul style="list-style-type: none"> <li>• Ox View Disability Services, Coolaney, Co Sligo</li> <li>• Hazelwood, Collooney, Co Sligo</li> <li>• Hill Top, Glendalough Services, Cairns Hill, Sligo</li> <li>• Pine Grove, HSE Cloonamahon Campus, Sligo</li> <li>• Harmony Services, Old Bundoran Rd, Sligo</li> <li>• Sea Road Services, Sligo</li> <li>• St Cecilia's School Cregg, Sligo</li> <li>• Our Lady of Mercy Primary School, Sligo</li> <li>• IONA Day Services, Cregg, Sligo</li> </ul>

## Required Compliance

**Key C – Fully Compliant, P – Partially Compliant, N – Non-compliant**

### Education body requirements

1. Student Admission and Progression		General	Intellectual Disability
1.1	Clear and comprehensive information about the programme is available for prospective students.	C	C
1.2	Admission requirements are in line with those specified by NMBI and detail procedures for recognition of prior learning and other inclusion mechanisms.	C	C
1.3	The criteria for students' progression through and successful completion of the programme are explicit and made known to students, in writing, at the beginning of the programme.	C	C
1.4	Attendance requirements for students are specified and procedures are in place to monitor students' attendance. Procedures to address non-compliance with attendance requirements are available. (EB & PP)	C	C
1.5	Supports for students in relation to academic or personal guidance or practical supports are available and made known to students at the outset of the programme.	C	C
1.6	Learning supports including reasonable accommodations are available to students who require them. (EB & PP)	C	C
1.7	There are documented procedures for students transferring to or from another education body to ensure that the student meets all the requirements of the programme. These procedures ensure collaboration between the education bodies.	C	C
1.8	Procedures for a student exiting a programme before completion are explicit, including exit awards if appropriate.	C	C
1.9	Procedures are in place to inform NMBI, in writing, annually of student/s who exit a programme prior to completion.	C	C
1.10	Records of student retention, progression, completion and attrition rates, conferment of academic awards and graduate first destinations are maintained and reviewed.	C	C

2. Governance and Management		General	Intellectual Disability
2.1	There is a signed Memorandum of Understanding (MOU) between the education body and each of its practice partners. (EB & PP)	C	C
2.2	The school of nursing/department and individual programmes are subject to periodic quality reviews.	C	C
2.3	Programmes are subject to annual monitoring through the external examiners process.	C	C
2.4	An Annual Report, inclusive of all NMBI approved programmes and prepared in partnership with the practice partners, is submitted to NMBI by 30 June each year. (EB & PP)	C	C
2.5	The management structure supporting the delivery of the programme/s is explicit. It includes the named person with lead responsibility who holds appropriate academic and professional nursing qualifications and experience.	C	C
2.6	The education body demonstrates financial planning and resource allocation to support the delivery of the programmes for a rolling 5-year period.	C	C
2.7	Staffing allocations to support the delivery of the programme are maintained, at the following staff to student ratios: academic staff 1:20, allocations liaison officer 1:50, nurse practice development coordinator (minimum of 1), and clinical placement coordinator 1:30. (EB & PP)	P	C
2.8	Teaching and learning resources and facilities support the delivery of the programme.	C	C
2.9	A Local Joint Working Group including representatives of the key stakeholders from the education body and practice partner, from acute and community settings, is in operation. (EB & PP)	C	C
2.10	Staff are provided with opportunities to develop their teaching and learning skills and deepen their knowledge of their areas of expertise. (EB & PP)	C	C
2.11	Formal grievance, complaints, and appeals policies are available and made known to students.	C	C
2.12	Arrangements are in place with Erasmus and international host institutions that comply with NMBI standards and requirements, and do not exceed 13 weeks placement duration.	C	C

*Continued*

		<b>General</b>	<b>Intellectual Disability</b>
2.13	There is public and patient involvement in the review and evaluation of programmes by the education body.	C	C
2.14	The education body and practice partner operate a fitness to practise mechanism for the protection of the public. (EB & PP)	C	C
2.15	The education body and practice partner have processes in place to support students with health problems. (EB & PP)	C	C

### 3. Practice Placements

		<b>General</b>	<b>Intellectual Disability</b>
3.1	New practice placement sites are audited for their suitability as a quality learning environment, that will support the achievement of the learning outcomes, in advance of students' commencing placements. Notification of new sites is included in the Annual Report submitted to NMBI. (EB & PP)	C	C
3.2	Existing practice placement sites are subject to 5-year cyclical audits, or when significant clinical changes occur, to ensure their continued suitability as a quality learning environment for students. (EB & PP)	C	C
3.3	There are processes in place for students to evaluate and provide feedback on practice placements. (EB & PP)	C	C
3.4	There are procedures in place for students to raise concerns about the perceived safety of a practice placement and follow up with relevant clinical partners. (EB & PP)	C	<u>C</u>
3.5	Fair and transparent systems are in place for the allocation of students to practice placements. (EB & PP)	C	C
3.6	Where a student is being supervised by health and social care professionals, the setting and achievement of learning outcomes is monitored by a registered nurse.	C	C

## Programme requirements

4. Curriculum		General	Intellectual Disability
4.1	Curriculum development processes ensure that the programme meets all statutory and regulatory requirements of NMBI and where applicable, the European Directives for nurse registration education programmes (2013/55/Recognition of Professional Qualifications).	C	C
4.2	The programme meets the requirements of the relevant award on the National Framework of Qualifications (NFQ).	C	C
4.3	Safety of the person and protection of the public is a fundamental, explicit, and continuing component of the programme.	C	C
4.4	The curriculum model chosen is dynamic, flexible, and evidence-based and utilises a range of teaching and learning strategies.	C	C
4.5	The curriculum is comprehensively and systematically documented and in line with the programme learning outcomes and domains of competence specified in Section 2 of the relevant Programme Standards and Requirements.	C	C
4.6	Clinical placements are integral to the programme.	C	C
4.7	The curriculum embeds a culture of professionalism and ensures that students understand the implications of professional regulation including adherence to NMBI's Code of Professional Conduct and Ethics.	C	C
4.8	Module descriptors identify the aims, learning outcomes, ECTS credits, indicative content, student contact hours, student effort/self-directed learning hours and assessment strategy.	C	P
4.9	The curriculum demonstrates a balance between theory and practice leading to the development of reflective practitioners.	C	C
4.10	The curriculum development team is led by academic staff who are Registered Nurses in the relevant division of the register and comprises representative members of key academic and clinical stakeholders.	C	C
4.11	Registered nurses with appropriate professional and academic qualifications and teaching experience deliver the nursing modules.	C	C
4.12	The curriculum articulates opportunities for intentional, shared, interprofessional learning that is designed to enhance collaborative practice with other health care professionals.	C	C

## 5. Assessment

		General	Intellectual Disability
5.1	The assessment strategy is designed to ensure the student meets all the required theoretical and clinical learning outcomes before they can progress to the next stage or complete the programme.	C	C
5.2	The selection of assessment techniques assesses achievement of learning outcomes at both module and programme level.	C	C
5.3	Students are informed about the assessments employed for their programme and about the requirements for progression, including the grading criteria.	C	C
5.4	Policies governing absence, failure to submit assessment work, non-attendance at examinations, mitigating circumstances, repeat arrangements, appeals procedures are explicit and available to students and staff.	C	C
5.5	Processes are in place for early detection and feedback on student performance and supports are available for students at risk of not progressing.	C	C
5.6	The assessment strategy for the programme makes clear that compensation between theoretical and clinical practice components is not allowed.	C	C
5.7	External examiners appointed to the programme are appropriately qualified and experienced.	C	C

## Practice Partner (PP) Requirements

### 6. Clinical Learning Environments

		General	Intellectual Disability
6.1	The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & PP)	C	C
6.2	Learning outcomes are specific to the practice placement environment and developed collaboratively by clinical and academic staff. Learning outcomes are aligned to the stage of the programme. (EB & PP)	C	P
6.3	Each student is allocated a named preceptor and associate preceptor while on practice placement. The preceptor or associate preceptor is available to supervise and assess the student for two thirds of the student's time on placement.	C	C

*Continued*

		<b>General</b>	<b>Intellectual Disability</b>
6.4	The number of preceptors/ associate preceptors/registered nurses in a clinical placement available to students meet the requirements set by NMBI.	C	C
6.5	Practice based learning is supported by preceptors from the relevant division of nursing or have suitable experience.	C	C
6.6	Preceptors have completed a competency assessment programme that has been approved by NMBI. Preceptors engage in continuing professional development. (EB & PP)	C	C
6.7	Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.	C	C
6.8	Assessment of the achievement of learning outcomes and competence development is undertaken in accordance with the National Competence Assessment Document (NCAD).	C	C
6.9	The supernumerary status of the student is explicit for preceptors and students.	C	C
6.10	Internship practice placements provide experience of the 24-hour care cycle.	C	C
6.11	Students have a minimum of 4 hours protected time for reflection each week throughout the undergraduate programme or as specified in the relevant Standards and Requirements.	C	C
6.12	All placements, including specialist placements, are completed prior to the commencement of the 36-week internship placement. (EB & PP)	C	C
6.13	Evidence based policies, procedures and guidelines are available to support students in care delivery.	C	C
6.14	Practice placements implement relevant NMBI professional guidance documents.	C	C

## Monitoring Update

### Education Body Commendations

- The School of Nursing, Health Sciences and Disability Studies is held in high regard within St Angela's College, Sligo. The Head of School is supportive and works collaboratively with the nursing faculty.
- St Angela's College, Sligo and its practice partners should be commended for the level of engagement, welcome and hospitality provided to the NMBI inspection team during the process.
- Staff engagement with Universal Design for Learning (UDL), commitment to training and the appointment of a member of School staff as one of the key UDL leads in Atlantic Technological University (ATU) is acknowledged.
- The School of Nursing, Health Sciences and Disability Studies is student-centred.
- Exemplary use of digital teaching and learning strategies including the Osmosis platform which was valued by students.
- Scenario-based learning using the palliative care approach is to be commended.
- McKeown Academic Writing Centre is highly commended by the student body.
- Dudley Practice area highly commended for nursing practice skills acquisition.

### Education Body Conditions

<b>Requirement No.</b>	<b>6.7</b>
<b>Programme Inspection outcome</b>	Non-Compliant
<b>Condition</b>	Ensure that protected time is rostered to allow preceptors complete practice placement assessments.
<b>Updated response</b>	<p>This has been escalated to the Senior Management team in Sligo University Hospital for further consideration to collaborate and empower nurses to obtain a solution. Also discussed at Saolta Steering Group (remit focused on increasing nursing student numbers and working groups to deal with aspects of same).</p> <p>This has been discussed in detail at PPG, and clinical liaison and escalated to LJWG.</p> <p>First action has been implemented the clinical nurse managers have all been directed to ensure preceptors are facilitated to ensure adequate time for student assessment interviews.</p>
<b>Updated outcome</b>	Compliant

Education Body Recommendations		
Recommendation	Updated Response	Noting
Following the anticipated incorporation of StACS with ATU, all MOUs with practice partners will need to be updated. (Linked to 2.1 - Compliant)	LJWG set up sub-committee to work with other ATU partners to develop a common MOU	Recommendation response accepted – submit with annual report
To strengthen the link between theory and practice for students, it is suggested that StACS increase the number of academic staff linking directly with practice partners regarding professional/clinical issues; for example, academic staff could be invited to join hospital and community committees which may, in turn, inform the curriculum. (Linked to 2.9 - Compliant)	LJWG have been asked to put forward suggestions of committees that they would like academics to join.	Recommendation response accepted – confirmation of membership to be provided in annual report
It is recommended that the student evaluation process be reviewed to ensure the feedback loop is complete by providing student evaluation feedback to the practice placement sites. (Linked to 3.3 – Partially Compliant)	Nursing students have always evaluated placements and a policy is in place that protects the students who give feedback. The policy has been reviewed to ensure that every placement area will receive timely feedback on student's evaluations.	Recommendation response accepted – move to compliant

## General Nursing

<b>PROGRAMME LEADING TO REGISTRATION:</b>	BSc (Hons) in General Nursing
<b>PRACTICE PARTNER SITES INSPECTED:</b>	<p>Sligo University Hospital 27 April 2023</p> <p>Our Lady's Community Hospital, Manorhamilton Co Leitrim 27 April 2023</p> <p>Ballymote Community Hospital, Sligo 28 April 2023</p> <p>St. Patrick's Hospital Carrick on Shannon, Co Leitrim 28 April 2023</p> <p>Nazareth House, Sligo Nursing Home 28 April 2023</p> <p>St John's Community Hospital 28 April 2023</p>

## Commendations

### St Angela's College, Sligo

- School of Nursing staff and clinical staff at sites visited are commended for the exceptional support they provide to students from both an academic perspective as well as during practice placement.
- The clinical skills facility, clinical skills teachers and accessibility and support within the clinical skills lab are commended for student's pre-placement and pre-assessment preparation and are hugely valued by students.
- The provision of specific clinical skills instruction on end-of-life care is to be commended. The team involved should consider sharing their experience of this educational development through peer-reviewed publication.
- Consideration of student preferences for internship is commended.

### Sligo University Hospital

- The strength of leadership and guidance provided by the nursing management team is to be commended with particularly strong links evident with their Centres of Nursing and Midwifery Education (CNMEs).
- Wide range of experiences available to student nurses.
- Excellent support provided to students both from preceptors and other staff.
- Strong culture of staff development to level 9 qualifications, facilitated by nursing leadership within the hospital.

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### Sligo University Hospital

- Nursing management were open and positively embraced challenges within the organisation and have identified plans to address them (e.g. ongoing recruitment, turnover).
- High uptake in preceptorship by clinical staff.
- Recognition of their 'Pass the Baton' initiative as a wonderful ethos for student nurses to be exposed to.

### Our Lady's Hospital, Manorhamilton, Co Leitrim

- Wide range of experiences available to student nurses.
- Excellent support provided to students both from preceptors and other staff.
- Nursing leadership is acknowledged as supporting a culture of learning and continuous development amongst staff.
- Position of Nurse Practice Development Coordinator (NPDC) and their level of engagement is commended in this placement.

### Nazareth House, Sligo

- Strong, supportive and visionary senior nursing leadership team.
- Wide range of experiences available to student nurses.
- Excellent support provided to students both from preceptors and other staff.
- 100% of nursing staff hold preceptorship training and status.
- Students spend quality time working alongside the nurse, therefore seeing a clear distinction between the Health Care Assistance (HCA) and nursing role.

### St John's Community Hospital, Sligo

- Wide range of experiences available to student nurses.
- Excellent support provided to students both from preceptors and other staff with clear evidence of this in the learning support plan being operationalised for students.
- Strong and passionate nurse leadership within the hospital, which evidently filters down to staff on the ground.
- Very strong focus on staff development.
- Excellent feedback from visitors we spoke to, commending the excellent standard of care their relatives receive.

### Ballymote Community Nursing Unit

- Passionate leadership and nursing team with a deep sense of the need to support students and encourage interest in the area of older person care.

### St. Patrick's Community Hospital

- Strong nursing leadership with a commitment to supporting students while on placement.
- The attention to person-centred care is to be commended, particularly how this is articulated in the Dementia Unit.

## Response to Conditions and Current Status

<b>Requirement No.</b>	<b>2.7</b>
<b>Programme Inspection outcome</b>	Partially Compliant
<b>Condition</b>	Ensure that the CPC staff ratio meets NMBI requirements.
<b>Updated response</b>	Currently CPC ratio 1:40 due to a CPC taking promotion. New CPC recruited, started on 19 November 2023. This is a new position funded by ONMSD. Current recruitment campaign for 0.5 General and 0.5 midwifery (to replace CPC who has taken up new position). This will bring the ratio to 1:34. Currently looking with ONMSD for further position later in 2024 and hope to have ratio at 1:30 in the spring of 2024.
<b>Updated outcome</b>	Remain Partially Compliant Update to be provided in annual report

General Programme Recommendations		
Recommendation	Updated Response	Noting
Curriculum documentation, including module descriptors, should reflect the most up-to-date versions of documents and reference educational research undertaken by school staff. (Linked to 4.8 – Partially Compliant)	These are clearly identified in the curriculum and the student handbook. The handbook has been revised to ensure all modules contain these details correctly.	Recommendation response accepted – move to compliant
It is recommended that Practice Placement Learning Outcomes continue to be revised and reduced. (Linked to 6.2 - Compliant)	The revision of learning outcomes continues with a reduction in the number overall for each stage of the programme.	Recommendation response accepted
Consider replacing the medication workbook with the existing online medication website resource.	The online medication (SAFE MEDICATE) has been included in the overall assessment of the Nursing Practice and Clinical Decision-Making modules in years 2, 3 and 4. The students have evaluated this as increasing their competence in medication administration. The medication workbook too has been evaluated very well by students.	Recommendation response accepted

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Recommendation	Updated Response	Noting
	<p>However, the team recognise the additional work on students. The workbooks (Medication; theatre transfers and Intra venous – phlebotomy; flushing and cannulation) will be addressed by clinical practice placements in learning opportunities.</p>	
<p>Consider reviewing sociology content to make the curriculum content more relevant to health.</p>	<p>Many of the students do not have any insight into sociology upon starting the programme. Therefore, some basic sociological concepts are required to assist them in gaining a real understanding of the relationship of health within social contexts. The sociology lecturers welcome this suggestion and will be looking at this suggestion very closely upon revising the curriculum.</p>	<p>Recommendation response accepted</p>
<p>In light of the large numbers of learners on a given unit/ward at any one-time efforts should continue to increase the number of placements available to students. Consideration should also be given to the accessibility of placements in terms of public transport and accommodation.</p>	<p>Allocations Personnel in conjunction with the Programme Directors and Assistant Director of Nursing are working to expand placements. Since the NMBI visit further exciting Erasmus (Blended Intensive Programmes) are planned. Work has also commenced on using Roscommon University Hospital (RUH) and Barrettstown as a placement. It is hoped that a pilot allocation will take place in both these sites in the current academic year. Currently RUH is used as a placement site for students from Castlebar but usage is not to the fullest.</p> <p>The accessibility issues have been discussed at the Practice Placement Group (Gen) and the Clinical Liaison Committee. Placement sites will now take account of travel and accommodation requirements when compiling the duty rosters.</p>	<p>Recommendation response accepted</p>

Recommendation	Updated Response	Noting
<p>A review of the examination period and extent of student assessment should be undertaken given that students are being assessed a long time post theoretical instruction.</p>	<p>The overall assessment of each year is considered by the General team. The team consider that the assessments are designed to assess learning on a continuous basis. Where modules extend over the whole academic year there is interim assessments in place. This will continue to be reviewed.</p>	<p>Recommendation response accepted</p>
<p>Consider giving students opportunities to shadow the nurse leadership team while on practice placement.</p>	<p>We do give this opportunity but will now attempt to increase this for all students in Year 4.</p>	<p>Recommendation response accepted</p>
<p>Consider the value of students returning to the same unit within the hospital for all of first year. Explore the potential for each student to gain exposure to different placements within first year.</p>	<p>The Allocations team have considered this, and year 1 placements have been allocated accordingly.</p>	<p>Recommendation response accepted</p>
<p>Explore the potential for more internships within Our Lady's Hospital and Nazareth House, given the wide range of experiences and excellent support provided to students by staff.</p>	<p>Extending this possibility requires some different local financial arrangements.</p>	<p>Recommendation response accepted</p>
<p>Given the positive evaluation of the pilot internship by both intern and the hospital, explore the potential for this to be a more permanent placement for internship with 2 internship positions available for peer support. (St. John's Community Hospital)</p>	<p>This has been discussed at Local Joint Working Group. The finance follows the students. Currently the funding model is finance is provided to the acute hospitals. This is different for the Community setting. It is something that LJWG would support.</p>	<p>Recommendation response accepted</p>
<p>It would be valuable to consider shift flexibility for year 2 &amp; 3 students who are on placement in the Dementia Unit; working a long shift will provide a clear learning opportunity for 'sundowning care' for these residents. (St. Patrick's Community Hospital)</p>	<p>Thank you and this has been considered by the allocations team in conjunction with preceptors and has been implemented into practice.</p>	<p>Recommendation response accepted</p>

## Intellectual Disability Nursing

<b>PROGRAMME LEADING TO REGISTRATION:</b>	BSc Nursing Science Intellectual Disability
<b>PRACTICE PARTNER SITES INSPECTED:</b>	<p>Ox View Disability Services, Coolaney, Co Sligo 27 April 2023</p> <p>Hazelwood, Collooney, Co Sligo 27 April 2023</p> <p>Hill Top, Glendalough Services, Cairns Hill, Sligo 27 April 2023</p> <p>Pine Grove, HSE Cloonamahon Campus, Sligo 27 April 2023</p> <p>Harmony Services, Old Bundoran Rd, Sligo 28 April 2023</p> <p>Sea Road Services, Sligo 28 April 2023</p> <p>St Cecilia's School Cregg, Sligo 28 April 2023</p> <p>Our Lady of Mercy Primary School, Sligo 28 April 2023</p> <p>IONA Day Services, Cregg, Sligo 28 April 2023</p>

## Commendations

### St Angela's College, Sligo

- Service user involvement in curriculum development and delivery and providing an easy-to-read curriculum to be commended.
- The philosophy of Intellectual Disability Nursing is evident in the curriculum.
- Strong evidence of a student-centred approach from both academic and practice development staff. The students spoke highly of the support they receive from both their CPC and preceptor and noted a caring attitude towards their well-being.
- Preceptors have a very strong link to and feel supported by the CPCs.
- Student nurses experience a very person-centred culture in placement areas.

### Sea Road Services, Sligo

- The student reported being welcomed and involved in the fundamentals care; they felt that this was beneficial to their learning.

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#### Hilltop, Glendalough Services, Cairns Hill, Sligo

- Good evidence of a strong learning environment, learning opportunities included end of life care, debriefing sessions for students and good exposure to members of the Multi-disciplinary Team (MDT).

#### Hazelwood Collooney, Co Sligo

- Students reported feeling well supported.

#### Ox View Disability Services, Coolaney, Co Sligo

- There was a very student-focused atmosphere in the house.

#### St. Cecilia's School, Cregg, Sligo

(No students available on site at the time of inspection)

- Good evidence of a structured approach to learning for students. Opportunities included Lámh training, Prowise board, sensory integration and medication management.
- There are opportunities for interprofessional learning as student nurses may also be on placement with student teachers. Each student is assigned to the Registered ID school nurse and named teacher.

#### Our Lady of Mercy Primary School, Sligo

(No students available on site at the time of inspection)

- Students are allocated to two classrooms within the school for children with Autism and intellectual disabilities. It was noted that both teachers demonstrated enthusiasm in their proposed approach to supporting students.
- Learning opportunities may include fundamental living skills, medication management in a social setting, and educational plans which incorporate the child's social development.

#### Iona Day Services, Cregg, Sligo

(No students available on site at the time of inspection)

- Learning opportunities may include social integration collaboration with MDT.

#### Pine Grove, Cloonmahon Campus, Sligo

(No students available on site at the time of inspection)

- Learning opportunities may include disorders of human behaviour and the ongoing process of desegregation and integration.

#### Harmony Services, Old Bundoran Rd, Sligo

(No students available on site at the time of inspection)

- This house offers a range of learning opportunities, for example, fundamental living skills.

## Response to Conditions and Current Status

<b>Requirement No.</b>	<b>3.2</b>
<b>Programme Inspection outcome</b>	Partially Compliant
<b>Condition</b>	EB to review the suitability of existing practice placements to ensure quality learning opportunities are provided.
<b>Updated response</b>	<p>All sites were subjected to a 3-year audit cycle prior to NMBI Visit (April 2023). Since then, it reverted to the 5-year cycle in line with NMBI National Quality Clinical Learning Environment Professional Guidance Document (2020). A tracking system is in place which identifies all active and inactive sites and is reviewed monthly by Nurse Practice Development Team to ensure that CLE audits are scheduled and completed in line with the standards.</p> <p>As sites de-congregate, and placements are being planned and prepared, they undergo the full audit process.</p> <p>If for example a HIQA report raises an issue with compliance, the site is suspended. Once the compliance plan is implemented, a full CLE audit is undertaken again to ensure that all standards are met. If the profile of the placement site, the clinical needs or the learning opportunities change within an existing placement, the site would be suspended and reaudited again.</p>
<b>Updated outcome</b>	Fully Compliant

<b>Requirement No.</b>	<b>3.5</b>
<b>Programme Inspection outcome</b>	Partially Compliant
<b>Condition</b>	EB to review practice placements for first year and internship allocations. Provide the opportunity for students to complete at least three, 12-week placements during internship.
<b>Updated response</b>	<p>Plans are in place to provide at least three 12-week placements for internship students. Given the geographical spread of placement sites, every effort is made to facilitate students' allocation in a fair and transparent manner e.g. SALO review students' accommodation addresses, the travel options available to placements and individual student requests and allocate students to preferential sites while meeting the standards and requirements. In preparation for practice, students are made aware of the standards and requirements that a specific site meets so that they are clear on the rationale for that allocation. 4 weeks' notice of the placement allocation is given to students, with 6 weeks' notice given in the case of Galway placements so that students can make the relevant arrangements. If a student has a Learning Education Needs Summary (LENS) Report, reasonable accommodations are made in relation to the location of placement sites.</p>

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<b>Requirement No.</b>	<b>3.5</b>
<b>Updated response</b>	All students are offered the opportunity to express an interest in external placement experiences e.g. Erasmus etc. Over the four-year cycle, balanced consideration is given to each students needs and the need to meet the requirements and standards of the programme. We continually strive to ensure that placement allocation is as fair and transparent as possible.
<b>Updated outcome</b>	Fully Compliant Please submit revised placement planner with annual report.

<b>Requirement No.</b>	<b>3.6</b>
<b>Programme Inspection outcome</b>	Partially Compliant
<b>Condition</b>	There is a clear strategy in place for the setting and achievement of learning outcomes, this needs to be reiterated to some practice placements (for example: school placements).
<b>Updated response</b>	There is a clear strategy in place for the setting and achievement of learning outcomes on school placements, this has been reiterated school placements which have a supervisor in place to support the students learning. A registered nurse i.e. Academic Link Lecturer, CPC, Person in Charge (PIC) and preceptors are involved in the setting of learning outcomes for specific sites. During the student induction to placement, agreement on the learning outcomes to be achieved takes places between the student and supervisor and this is monitored by the CPC/RN. The Supervisor oversees the achievement of the learning outcomes during the placement. At the end of the placement, the CPC meets the student and supervisor on the last week, the overall achievement of learning outcomes is discussed and sign off is agreed.
<b>Updated outcome</b>	Fully Compliant

<b>Requirement No.</b>	<b>6.2</b>
<b>Programme Inspection outcome</b>	Partially Compliant
<b>Condition</b>	Learning outcomes are to be reviewed and written specifically for the practice placement for supernumerary and intern groups in collaboration with the education body and practice partners. Learning outcomes must be site-specific and relevant to the year of programme and with a maximum of five learning outcomes per placement. A brief guide is available on the NMBI website.

<b>Updated response</b>	We acknowledge that the multiple learning outcomes currently identified within the placement profile needed to be more specific, clearly focused and aligned to the stage of the programme. Arising from this report and given the scale of the project (in total, the learning outcomes in over 60 sites need to be reviewed and refined), a plan to address this is currently being developed in collaboration between clinical and academic staff. Work has commenced to rewrite LO.
<b>Updated outcome</b>	Remain Partially Compliant (an update to be provided in the annual report)

<b>Intellectual Disability Programme Recommendations</b>	<b>Updated Response</b>	<b>Noting</b>
<p>Consider the reintroduction of the preceptor forum, which is facilitated by academic staff; this would support peer learning, CPD and practice development. (Linked to 2.9 - Compliant)</p>	<p>Given the geographical spread of placements and dispersed housing for intellectually disabled people, the EB and PP are very keen to re-establish the preceptorship forum as a mechanism for creating connections and a sense of community among preceptors/supervisors.</p> <p>We are proposing the following: Local Joint Working Group (i.e. Directors of Nursing and Head of School) to invite a representative sample of preceptors/supervisors to a focus group interview on ATU St Angelas campus.</p> <p>The proposed aim and objectives of the focus group/s:</p> <p><b>Aim:</b> To conduct a preliminary exploration of the feasibility of a preceptor/supervisor forum.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To explore the aim and purpose of the proposed preceptor/supervisor forum.</li> <li>• To identify how the forums could be organised to meet the needs to preceptors/supervisors.</li> <li>• To identify what the structure and process of a proposed forum would look like.</li> <li>• To discuss the anticipated merits of a forum for the preceptors/supervisors in their roles.</li> <li>• To determine the viability of the forum into the future.</li> </ul>	<p>Recommendation response accepted</p>

*Continued*

Intellectual Disability Programme Recommendations	Updated Response	Noting
	<p>Representative sample would include preceptors/supervisors from across Galway, Roscommon, Longford, Sligo and Leitrim ID services, residential services, day services, community teams, Teachers and CNS/ANPs.</p> <p>If there is sufficient interest, we could hold two focus groups 8-10 in each group.</p> <p>Focus Group to take place the first three weeks of February.</p> <p>Focus Groups to be recorded, transcribed and analysed.</p> <p>Findings to be published and presented via poster at conferences.</p>	
<p>Staff to be encouraged to engage and avail of CPD opportunities specific to Intellectual Disabilities. Consider recruiting a visiting professor to mentor staff in developing research strategies and activities. (Linked to 2.10 - Compliant)</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>
<p>Module descriptors to be updated annually to reflect ID developments and trends. (Linked to 4.8 – Partially Compliant)</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>
<p>Shared modules should include more ID-specific content which is relevant to ID-specific healthcare needs. (Linked to 4.8 – Partially Compliant)</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>

Intellectual Disability Programme Recommendations	Updated Response	Noting
<p>Review the operationalisation of the number of hours of reflection and frequency of seminar days for Years 1-3. The practice partners reported that the amount of reduced time is impacting practice placement learning opportunities for students. For example, a student had missed the introduction of 'Eye Gaze' technology at day service. (Linked to 6.11 - Compliant)</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>
<p>The EB and the practice partners to review the practice placement hours to ensure that students get the maximum learning opportunities while on placement and provide continuity of care for service users. (Linked to 6.11 - Compliant)</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>
<p>Ensure that students are encouraged to become involved in the fundamentals of nursing care.</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>
<p>Encourage the development of student learning by promoting quality initiatives/ research undertaken by students on practice placement.</p>	<p>The NMBI recommendation for the programme is being addressed at Practice Placement Partnership ID meetings and will be submitted in NMBI annual report.</p>	<p>Recommendation response noted – update to be provided in annual report</p>



02

**Post-graduate  
Nursing Programmes**

## Post-graduate Nursing

### POST-GRADUATE PROGRAMMES – Reapproval

Nursing Professional Studies (Master of Health Sciences/Postgraduate Diploma)

Community Mental Health Nursing (Master of Health Sciences/ Postgraduate Diploma)

Applied Health and Wellness Coaching (Master of Health Sciences/ Postgraduate Diploma)

<b>PRACTICE PARTNER SITES INSPECTED:</b>	<p>St Angela's College, Sligo Virtual Inspection - 25 April 2023</p> <p>St Angela's College, Sligo Onsite Inspection - 26 April 2023</p>
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## Required Compliance

**Key C – Fully Compliant, P – Partially Compliant, N – Non-compliant**

### Education body requirements

1. Education Providers		Post-graduate
1.1	Educational providers have a post-registration nursing and midwifery education committee/local joint working group, with representatives of the key stakeholders including service users.	C
1.2	The staff resource supports the delivery of the education programmes/units of learning at the stated professional, clinical and academic level.	C
1.3	Lecturers/tutors are involved in clinical practice and its development.	C
1.4	The mechanism for learner support in relation to student services, facilities and academic and clinical guidance is explicit. (EB & PP)	C

## Programme requirements

2. Programmes/Units of Learning Design and Development		Post-graduate
2.1	Theoretical and clinical learning experiences and the learning environment must support the achievement of the aims and objectives/outcomes of the programmes/units of learning (EB & PP)	C
2.2	Programmes/units of learning design and development are led by registered nurse tutors or nurse/midwifery lecturers with a teaching qualification and is supported by academic and clinical experts including inter-disciplinary professionals as appropriate in collaboration with others and is guided by professional nursing/midwifery knowledge which is evidence/research based.	C
2.3	The programmes/units of learning development team comprise representative members of key stakeholders in nursing/midwifery education and practice and service users.	C
2.4	The programmes/units of learning design reflect various methods of teaching/learning and provides a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work/clinical; and self- directed study.	C

## Practice Partner (PP) Requirements

3. Practice Experience		Post-graduate
3.1	Practice experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes (EB & PP)	C
3.2	Clearly written learning outcomes/objectives appropriate to the clinical area are developed and are available to ensure optimal use of valuable practice experience. These learning outcomes/objectives are revised as necessary.	C
3.3	Lecturers and nurse/midwifery tutors, in liaison with the appropriate clinical staff (clinical facilitators, preceptors, clinical managers and practice development co-ordinators) guide and support the learners in ensuring that the practice placement provides an optimum quality learning environment. (EB & PP)	C

## Commendations

### Post-graduate programmes

- The provision of shared modules is a valuable opportunity for students to learn from and with each other.
- It is commended that students self-select the majority of modules they complete as part of their programme, i.e., Master of Health Sciences Nursing Studies/Professional Studies programme.
- The Master of Health Sciences Applied Health and Wellness Coaching programme is an excellent example of an innovative approach to using coaching and wellness both at a personal and professional level.
- Students commented that the Master of Health Sciences Community Mental Health Nursing positively influenced their career progression.

## Response to Conditions and Current Status

Post-graduate Programme Recommendations	Updated Response	Noting
Terms of reference for the joint working group should be revised to include the standards for postgraduate education.	Terms of reference have been updated to include standards for postgraduate education.	Recommendation response accepted
Consider explicitly referencing the practice-based elements of Master of Health Sciences Applied Health and Wellness Coaching.	The curriculum team are working on this.	Recommendation response accepted
Consider adding a practice-based module to the student-selected options on the Master of Health Sciences Nursing Studies/Professional Studies programmes.	This is being considered by curriculum team.	Recommendation response accepted
Consider mapping the Bachelor of Science (Honours) in Nursing/Midwifery International programme to NMBI registration standards and engaging with NMBI to establish possible route of entry to registration.	A curriculum team are currently submitting on major changes to the current programme to address this recommendation. These changes are going through the ATU approval process and when approved by academic council will be submitted to NMBI for approval	Recommendation response accepted

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