

NURSING &
MIDWIFERY

NMBI Site Inspection Summary Report

for Nursing Education
Programmes

St Angela's College, Sligo (STAC)

Approved by Board: 19 July 2023



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

Background

In order to demonstrate that the programme is fit for purpose and meets the criteria for professional approval, the education provider is required to identify and describe the evidence required under each of the requirements as outlined in the tables below. Each of the headings reflects the requirements outlined by NMBI in the following documents:

- Nursing and Midwifery Board of Ireland (2022) Nurse Registration Programmes Standards and Requirements. 5th ed. NMBI, Dublin.
- Nursing and Midwifery Board of Ireland (2015) Post Registration Nursing and Midwifery Programmes: Standards and Requirements. NMBI, Dublin.

The regulatory mechanism/authority:

85.– (1) The Board shall–

- (a) set and publish in the prescribed manner the standards of nursing and midwifery education and training for first-time registration and post-registration specialist nursing and midwifery qualifications, and
- (b) monitor adherence to the standards referred to in paragraph (a).
- (c) set and publish in the prescribed manner standards required for registration in any division, annotation and specialist nursing and midwifery qualifications pursuant to programmes approved under paragraph (a),
- (d) monitor adherence to the criteria referred to in paragraph (a), the guidelines referred to in paragraph (b) and the standards referred to in paragraph (c),
- (e) inspect bodies approved under paragraph (a) in order to ensure ongoing compliance with the criteria referred to in that paragraph, the guidelines referred to in paragraph (b) and the standards referred to in paragraph (c),
- (f) inspect, at least every 5 years, places in the State where training is provided to persons undertaking training for a nursing or midwifery qualification, for the purposes of monitoring adherence to nursing and midwifery education and training standards.

The focus of the site inspection is:

Through a partnership approach to:

- (a) Assess that all statutory and regulatory requirements of NMBI and the European Directives are met.
- (b) Assess the effectiveness and efficiency of the curriculum structures, processes and outcomes.
- (c) Assess the quality and appropriateness of educational experiences.

Approval

Factual Accuracy – sent to Education Body	26 May 2023
Factual Accuracy Review and Finalisation	26 June 2023
Education, Training and Standards Committee	6 July 2023
Nursing and Midwifery Board of Ireland	19 July 2023

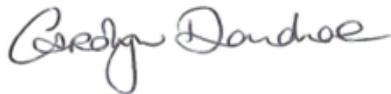
Signed:



Sheila McClelland
Chief Executive, NMBI



Louise Kavanagh McBride
President, NMBI



Carolyn Donohoe
Director of Education, Policy and
Standards, NMBI

General Information

NAME OF EDUCATION BODY	St Angela's College, Sligo
HEAD OF NURSING/MIDWIFERY	Dr Edel McSharry
EDUCATION BODY INSPECTION	25 and 26 April 2023
PRACTICE PLACEMENT AHCP INSPECTION	27 and 28 April 2023

PROGRAMME LEADING TO REGISTRATION	BSc (Hons) General Nursing	
EDUCATION BODY INSPECTION	St Angela's College, Sligo - Virtual Inspection 25 April 2023 St Angela's College, Sligo - Onsite Inspection 26 April 2023	
PRACTICE PARTNER SITES INSPECTED	<ul style="list-style-type: none"> • Sligo University Hospital 27 April 2023 • Our Lady's Community Hospital, Manorhamilton Co Leitrim 27 April 2023 • Ballymote Community Hospital, Sligo 28 April 2023 • St. Patrick's Hospital Carrick on Shannon, Co Leitrim 28 April 2023 • Nazareth House Nursing Home, Sligo 28 April 2023 • St John's Community Hospital 28 April 2023 	
STUDENT NUMBERS ON THE BSc (HONS) GENERAL NURSING PROGRAMME	Stage 1	69
	Stage 2	48
	Stage 3	37
	Stage 4	32
	Total students	186
SITE INSPECTION TEAM	<p>Dr Michael Connolly, RGN, RNT, Joint Associate Professor in Clinical Nursing, University College Dublin (UCD) and Our Lady's Hospice and Care Services</p> <p>Dr Chanel Watson, RGN, Deputy Director of Academic Affairs, Senior Lecturer, Royal College of Surgeons Ireland (RCSI)</p> <p>Lorraine Clarke Bishop, RGN, Professional Officer, NMBI</p> <p>Carolyn Donohoe, RGN, RNT, Director of Education, Policy and Standards, NMBI</p>	

PROGRAMME LEADING TO REGISTRATION	BSc Nursing Science Intellectual Disability	
EDUCATION BODY INSPECTION	St Angela's College, Sligo - Virtual Inspection 25 April 2023	
	St Angela's College, Sligo - Onsite Inspection 26 April 2023	
PRACTICE PARTNER SITES INSPECTED	<ul style="list-style-type: none"> • Damson View, Community Care, Gadden Beg, Ballygawley, Co Sligo 27 April 2023 • Hazelwood, Residential Care, Collooney, Co. Sligo 27 April 2023 • Hill Top, Glendalough Services, Residential Care, Cairns Hill, Sligo 27 April 2023 • Pine Grove, HSE Cloonamahon Learning Disability Service, Residential Care, Collooney, Sligo 27 April 2023 • Harmony Services, Residential and shared care house, Old Bundoran Rd, Sligo 28 April 2023 • Sea Road HSE Community Services, Sligo 28 April 2023 • St Cecilia's School, Cregg, Sligo 28 April 2023 • Our Lady of Mercy Primary School, Sligo 28 April 2023 • IONA Day Services, Cregg, Sligo 28 April 2023 	
STUDENT NUMBERS ON THE BSc NURSING SCIENCE INTELLECTUAL DISABILITY PROGRAMME	Stage 1	17
	Stage 2	18
	Stage 3	19
	Stage 4	13
	Total students	67
SITE INSPECTION TEAM	Margaret Meegan, RNID, Nursing Practice Development Coordinator, St John of God North East Community Services, Louth	
	Paul Horan, RNID, RNT, Assistant Professor in Intellectual Disability Nursing, Trinity College Dublin (TCD)	
	Karina O'Sullivan, RNID, NMPD Officer, Nursing and Midwifery Planning & Development Unit, Dublin South Kildare and Wicklow	
	Mary Devane, RGN, RM, RPHN, Professional Officer, NMBI	

Nursing Undergraduate Programmes

Requirement Compliance

Key: C – 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 & practice partner)	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 & practice partner)	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 Associated Health Care Providers. (EB & practice partner)	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 AHCPs, is submitted to NMBI by 30 June each year. (EB & practice partner)	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 & practice partner)	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 AHCPs, from acute and community settings, is in operation. (EB & practice partner)	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 & practice partner)	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
2.13	There is public and patient involvement in the review and evaluation of programmes by the education body.	C	C

Continued

		General	Intellectual Disability
2.14	The education body and AHCP operate a fitness to practise mechanism for the protection of the public. (EB & practice partner)	C	C
2.15	The education body and AHCP have processes in place to support students with health problems. (EB & practice partner)	C	C

3. Practice Placements

		General	Intellectual Disability
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 & practice partner)	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 & practice partner)	C	P
3.3	There are processes in place for students to evaluate and provide feedback on practice placements. (EB & practice partner)	P	P
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 & practice partner)	C	C
3.5	Fair and transparent systems are in place for the allocation of students to practice placements. (EB & practice partner)	C	P
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	P

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.	P	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

Associated Health Care Provider (Practice Partner) Requirements

6. Clinical Learning Environments

		General	Intellectual Disability
6.1	The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & practice partners)	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 & practice partners)	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

		General	Intellectual Disability
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 & practice partners)	C	C
6.7	Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.	N	N
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 & practice partner)	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

Education Body Organisational Level

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.

Conditions

Requirement 6.7 - Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.

Evidence Provided: The shorter days are impacting student's ability to meet with their preceptor for formal assessment. Given the length of shifts students attend, practice partners expressed concern that learners are missing out on valuable learning opportunities while on placement, particularly exposure to a full day shift and activities such as admissions/evening handover and post-operative care. This was evident across multiple sites.

Outcome: Non-compliant

Condition: Ensure that protected time is rostered to allow preceptors complete practice placement assessments.

Recommendations

- Following the anticipated incorporation of StACS with ATU, all MOUs with practice partners will need to be updated. (Linked to 2.1)
- 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)
- 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)

General Nursing

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.
- 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

- 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.

Conditions

Please be advised that there is a six-month timeline (unless otherwise stated) to meet these conditions and evidence of compliance must be provided in writing to the NMBI's Director of Education, Policy and Standards.

Requirement 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 & practice partners)

Evidence Provided: Total student numbers 186, current Clinical Placement Coordinators (CPCs) ratio is 1:34. CPC posts are advertised and awaiting funding approval.

Outcome: Partially compliant

Condition: Ensure that the CPC staff ratio meets NMBI requirements.

Recommendations

- 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)
- It is recommended that Practice Placement Learning Outcomes continue to be revised and reduced. (Linked to 6.2)
- Consider replacing the medication workbook with the existing online medication website resource.
- Consider reviewing sociology content to make the curriculum content more relevant to health.
- 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.
- 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.
- Consider giving students opportunities to shadow the nurse leadership team while on practice placement.
- 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.
- 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.
- 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)
- It would be valuable to consider shift flexibility for year 2 & 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)

Intellectual Disability Nursing

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

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

Hilltop, Glendalough

- 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

- Students reported feeling well supported.

Damson View

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

St Cecilia's School (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 (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 (no students available on site at the time of inspection)

- Learning opportunities may include social integration collaboration with MDT.

Pine Grove, Cloonmahon Campus (no students available on site at the time of inspection)

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

Harmony Services (no students available on site at the time of inspection)

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

Conditions

Please be advised that there is a six-month timeline (unless otherwise stated) to meet these conditions and evidence of compliance must be provided in writing to the NMBI's Director of Education, Policy and Standards.

Requirement 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 & Practice Partners)

Evidence Provided: Students are continuing to be allocated to a practice placement for 18 weeks with very limited learning opportunities to achieve competence across the six domains.

Outcome: Partially compliant

Condition: EB to review the suitability of existing practice placements to ensure quality learning opportunities are provided.

Requirement 3.5 - Fair and transparent systems are in place for the allocation of students to practice placements. (EB & practice partner)

Evidence Provided: Students are being allocated to a practice placement for 18 weeks (two internship placements) with very limited exposure to residents who display behaviours of concern; this restricts learning opportunities.

Additionally, students have deferred placements due to distance and unavailability of accommodation.

Outcome: Partially compliant

Condition: 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.

Requirement 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.

Evidence Provided: Primary school teachers sign off on competency when students are placed at Our Lady of Mercy Primary School. There was confusion over who signed off on student's competency in others. Some placements noted that there needed to be more communication between the placement and the education body.

Outcome: Partially compliant

Condition: 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).

Requirement 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 & practice partners)

Evidence Provided: Some clinical placement sites did not have learning outcomes specific to the practice placement environment and stage of the programme.

Outcome: Partially compliant

Condition: 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.

Recommendations

- NMBI recommend that there could be various methods used to explore communication between the EB and practice partners in order to facilitate a preceptor forum (for example, written communication, telephone, tablet devices etc.) (Linked to 2.9)
- 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)
- Module descriptors to be updated annually to reflect ID developments and trends. (Linked to 4.8)
- Shared modules should include more ID-specific content which is relevant to ID-specific healthcare needs. (Linked to 4.8)
- 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)
- 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)
- Ensure that students are encouraged to become involved in the fundamentals of nursing care.
- Encourage the development of student learning by promoting quality initiatives/research undertaken by students on practice placement.

Nursing Post-graduate Programmes

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

POST-GRADUATE PROGRAMME LIST

- Nursing Professional Studies (Master of Health Sciences/Post-graduate Diploma)
- Community Mental Health Nursing (Master of Health Sciences/ Post-graduate Diploma)
- Applied Health and Wellness Coaching (Master of Health Sciences/ Post-graduate Diploma)

EDUCATION BODY INSPECTION	St Angela's College, Sligo - Virtual Inspection 25 April 2023 St Angela's College, Sligo - Onsite Inspection 26 April 2023
SITE INSPECTION TEAM	Dr Michael Connolly, RGN, RNT, Joint Associate Professor in Clinical Nursing, University College Dublin (UCD) and Our Lady's Hospice and Care Services Dr Chanel Watson, RGN, Deputy Director of Academic Affairs, Senior Lecturer, Royal College of Surgeons Ireland (RCSI) Lorraine Clarke Bishop, RGN, Professional Officer, NMBI Carolyn Donohoe, RGN, RNT, Director of Education, Policy and Standards, NMBI

Requirement Compliance

Key: C – Compliant, P – Partially compliant, N – Non-compliant

Education Body Requirements

1. The Respective Educational 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 & practice partner)	C

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 & practice partner)	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

Associated Health Care Provider (Practice Partner) Requirements

3. Clinical Practice Experience		Post-graduate
3.1	Clinical practice experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes (EB & practice partner)	C
3.2	Clearly written learning outcomes/objectives appropriate to the clinical area are developed and are available to ensure optimal use of valuable clinical 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 clinical placement provides an optimum quality learning environment. (EB & practice partner)	C

Commendations

- 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.

Conditions

There are no conditions.

Recommendations

- Terms of reference for the joint working group should be revised to include the standards for postgraduate education.
- Consider explicitly referencing the practice-based elements of Master of Health Sciences Applied Health and Wellness Coaching.
- Consider adding a practice-based module to the student-selected options on the Master of Health Sciences Nursing Studies/Professional Studies programmes.
- 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.