

NURSING &
MIDWIFERY

NMBI Site Inspection Summary Report

for Nursing and Midwifery
Education Programmes

University College Dublin (UCD)

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 (2016) Midwife Registration Programmes Standards and Requirements. 4th 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	21 April 2023
Factual Accuracy Review and Finalisation	6 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



Dawn Johnston
Director of Midwifery



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**Nursing
Undergraduate
Programmes**

General Information

NAME OF EDUCATION BODY	University College Dublin
HEAD OF NURSING/MIDWIFERY	Professor Fiona Timmins
DATE OF EDUCATION BODY INSPECTION	7 and 8 March 2023

PROGRAMME LEADING TO REGISTRATION	BSc (Hons) General Nursing	
PRACTICE PARTNER SITES INSPECTED	<p>St Vincent's University Hospital 9 March 2023</p> <p>The Royal Hospital, Donnybrook 9 March 2023</p> <p>Blackrock Medical, Centric Health 9 March 2023</p> <p>Mater Misericordiae University Hospital 10 March 2023</p> <p>Loughlinstown Public Health Centre 10 March 2023</p> <p>St Michael's Hospital, Dun Laoghaire 10 March 2023</p>	
STUDENT NUMBERS ON THE BSc (HONS) GENERAL NURSING PROGRAMME	Stage 1	152
	Stage 2	160
	Stage 3	171
	Stage 4	158
	Total students	641
SITE INSPECTION TEAM	Dr Brona Mooney, RGN, RNT, Assistant Professor and Programme Director, University of Galway (Team lead)	
	Helen Teague, RGN, Student Allocations Liaison Officer, Tallaght University Hospital	
	Maureen Minihane, RGN, RM, Director of Nursing, Bantry General Hospital	
	Marina O Connor, RGN, RNT, Practice Development Coordinator, Our Lady of Lourdes, Drogheda	
	Breda Mulgrew, RGN, RNT, Lecturer and Programme Lead, Atlantic Technological University	
	Anne Marie Malone, RGN, RCN, RM, RNT, Assistant Professor, Trinity College Dublin	
	Lorraine Clarke Bishop, RGN, Professional Officer, Education, Policy and Standards, NMBI	

PROGRAMME LEADING TO REGISTRATION:	BSc (Hons) Integrated Children's and General Nursing Higher Diploma in Children's Nursing	
PRACTICE PARTNER SITES INSPECTED	Children's Health Ireland at Crumlin 9 March 2023 Laura Lynn, Children's Hospice 10 March 2023 Mater Misericordiae University Hospital 10 March 2023	
STUDENT NUMBERS ON THE BSc (HONS) INTEGRATED CHILDREN'S AND GENERAL NURSING PROGRAMME	Stage 1	41
	Stage 2	37
	Stage 3	38
	Stage 4	37
	Stage 5	39
	Total students	192
HIGHER DIPLOMA IN CHILDREN'S NURSING	Annual intake	35
SITE INSPECTION TEAM	Dr Yvonne Corcoran, RGN RCN RM, Assistant Professor in Children's Nursing, Dublin City University (Team Lead)	
	Siobhan O'Connor, RGN, RCN, Assistant Director of Nursing, Children's Health Ireland at Tallaght	
	Mary T. Devane, RGN RM RPHN, Professional Officer, NMBI	

PROGRAMME LEADING TO REGISTRATION:	BSc (Hons) Mental Health Nursing Higher Diploma in Mental Health Nursing	
PRACTICE PARTNER SITES INSPECTED	Clonskeagh Hospital, Vergemount 9 March 2023 Elmount Unit, St Vincent's University Hospital 9 March 2023 St John of God Hospital, Stillorgan 10 March 2023 Cluain Mhuire Community Services, Blackrock 10 March 2023	

STUDENT NUMBERS ON THE BSc (HONS) MENTAL HEALTH NURSING PROGRAMME	Stage 1	30
	Stage 2	25
	Stage 3	29
	Stage 4	28
	Total students	112
HIGHER DIPLOMA IN MENTAL HEALTH NURSING	Annual intake	38
SITE INSPECTION TEAM	Catherine Cunniffe, RPN, RGN, RNID, Practice Development Coordinator, Mayo Mental Health Services (Team lead)	
	Padraig Dunne, RPN, Clinical Allocations Officer, Head of International Student Placements, Trinity College Dublin	
	Brendan Power, RPN, RGN, RNT, Assistant Director of Nursing/NMPDU Officer, Nursing and Midwifery Planning Development Unit, West/Mid-West Region.	
	Dr Louise Murphy, RPN, RNT, Course Director Nursing Mental Health, Lecturer, University of Limerick	

Requirement Compliance

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

Education Body Requirements

1. Student Admission and Progression		General	Integrated	Mental Health
1.1	Clear and comprehensive information about the programme is available for prospective students.	C	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	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	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	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	C
1.6	Learning supports including reasonable accommodations are available to students who require them. (EB & practice partner)	C	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	C
1.8	Procedures for a student exiting a programme before completion are explicit, including exit awards if appropriate.	C	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	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	C

2. Governance and Management		General	Integrated	Mental Health
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)	P	P	P
2.2	The school of nursing/department and individual programmes are subject to periodic quality reviews.	C	C	C
2.3	Programmes are subject to annual monitoring through the external examiners process.	C	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	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	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.	P	P	P
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)	N	N	N
2.8	Teaching and learning resources and facilities support the delivery of the programme.	C	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	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	C
2.11	Formal grievance, complaints, and appeals policies are available and made known to students.	C	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	C

Continued

		General	Integrated	Mental Health
2.13	There is public and patient involvement in the review and evaluation of programmes by the education body.	P	C	C
2.14	The education body and AHCP operate a fitness to practise mechanism for the protection of the public. (EB & practice partner)	C	C	C
2.15	The education body and AHCP have processes in place to support students with health problems. (EB & practice partner)	C	C	C

3. Practice Placements

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

Programme Requirements

4. Curriculum		General	Integrated	Mental Health
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	C
4.2	The programme meets the requirements of the relevant award on the National Framework of Qualifications (NFQ).	C	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	C
4.4	The curriculum model chosen is dynamic, flexible, and evidence-based and utilises a range of teaching and learning strategies.	C	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	C
4.6	Clinical placements are integral to the programme.	C	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	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	P
4.9	The curriculum demonstrates a balance between theory and practice leading to the development of reflective practitioners.	C	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	C
4.11	Registered nurses with appropriate professional and academic qualifications and teaching experience deliver the nursing modules.	C	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	P

5. Assessment

		General	Integrated	Mental Health
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	C
5.2	The selection of assessment techniques assesses achievement of learning outcomes at both module and programme level.	C	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	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	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	C
5.6	The assessment strategy for the programme makes clear that compensation between theoretical and clinical practice components is not allowed.	C	C	C
5.7	External examiners appointed to the programme are appropriately qualified and experienced.	C	C	C

Associated Health Care Provider (Practice Partner) Requirements

6. Clinical Learning Environments

		General	Integrated	Mental Health
6.1	The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & practice partner)	P	P	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 partner)	P	P	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	P	C

Continued

		General	Integrated	Mental Health
6.4	The number of preceptors/associate preceptors/registered nurses in a clinical placement available to students meet the requirements set by NMBI.	C	P	P
6.5	Practice based learning is supported by preceptors from the relevant division of nursing or have suitable experience.	C	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 partner)	C	C	C
6.7	Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.	C	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	C
6.9	The supernumerary status of the student is explicit for preceptors and students.	C	C	C
6.10	Internship practice placements provide experience of the 24-hour care cycle.	C	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.	P	P	C
6.12	All placements, including specialist placements, are completed prior to the commencement of the 36-week internship placement. (EB & practice partners)	C	C	C
6.13	Evidence based policies, procedures and guidelines are available to support students in care delivery.	C	P	C
6.14	Practice placements implement relevant NMBI professional guidance documents.	C	C	C

Education Body Organisational Commendations and Recommendations

Commendations

- The School of Nursing, Midwifery and Health Systems is well established as a forerunner of nurse education in Ireland and held in high regard within UCD. The Head of School is committed to providing opportunities for staff progression to senior posts.
- The school and the practice partners should be commended for the level of engagement, welcome and hospitality provided to the NMBI inspection team during the process.
- The School of Nursing, Midwifery and Health Systems is leading the field in the suite of support provided for students with additional accommodation requirements and disabilities (UCD Access and Lifelong Learning).
- Extensive evidence that the ethos of student-centred learning exists in the School of Nursing and Midwifery. The commitment of the teaching staff is exemplary.
- Strong application of Universal Design for Learning (UDL) by staff.
- There is evidence of a wide range of institutional support and facilities for high quality teaching and learning focused on programme delivery.
- The commitment to incorporating simulation and scenario-based learning is impressive.
- Wide variety of student supports and facilities, for example onsite recreational facilities and pastoral supports for students.
- Library service is exemplary.
- Excellent academic writing supports are provided to students.
- The level of engagement in nursing and midwifery research in UCD is highly commended. The school have well established alliances with their practice partners to conduct clinical based research. The number of PhD positions and scholarships available is impressive.
- Opportunities for interprofessional learning are well evidenced and shared modules with other schools in UCD are commended.
- Extensive suite of taught graduate programmes, Advanced Nurse/Midwife Practice, Prescribing, Medicines and Ionising Radiation, Public Health and post graduate opportunities available.

Conditions

Requirement 2.1 – There is a signed Memorandum of Understanding (MOU) between the education body and each of its practice partners. (EB & practice partner)

Evidence Provided: (EB uses term Memorandum of Agreement – MOA)

Full and lighter versions of MOAs between the EB and the some of the practice partners provided, however not all MOA's completed. UCD is in the process of getting them all signed off.

Outcome: Partially compliant

Condition: The Education Body will continue to agree an MOA with each of its practice partners and submit signed copies to NMBI.

Requirement 2.6 – The education body demonstrates financial planning and resource allocation to support the delivery of the programmes for a rolling 5-year period.

Evidence Provided: The ratio of nursing academic staff to students is not compliant with NMBI requirements and it was noted that resources for nursing academic positions is limited. The activity of the school far exceeds the staffing complement. 1112 students across the four undergraduate programme, 75 summer school students, 1019 taught graduate students and 46 research graduate students. Midwifery student to faculty ratio is 1:15 which is compliant.

Nursing student to faculty ratio is 1:44. This needs immediate attention.

Outcome: Partially compliant

Condition: Review of academic workload and consider the appointment of nursing academic positions. Action plan to be provided to NMBI.

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 partner)

Evidence Provided:

1. Education Body: Student ratio currently 1:44 across General Nursing. Student ratio is 1:29 for the first four years of the Integrated Children's and General programme with the final .5 year 1:24. Student ratio is 1:27 for the Mental Health Nursing programme.
Midwifery student to faculty ratio is 1:15 which is compliant.
2. Children's and General undergraduate programme: CPC to student ratio is below the NMBI recommended 1:30 ratio.
3. Mental Health undergraduate programme: St John of God Hospital have 2.3 WTE CPCs for 60 students which is compliant. Dublin South East Mental Health services CPC ratio is below requirement. CPC = 2 WTE.
Total number of students across 4 years of BSc and HDip = 81.

Outcome: Non-compliant

Continued

Condition:

1. Education Body: Meet the required NMBI ratio of 1:20
2. Children's and General undergraduate programme: A review of CPC numbers across all sites where UCD C&G students are allocated for core placements is undertaken by UCD and practice partner. Evidence of this review and subsequent plan to ensure staff to student ratios are in line with NMBI requirements is required.
3. Mental Health undergraduate programme: HSE Dublin South East area requires additional 0.7 WTE CPC to align to NMBI requirements.

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 partner)

Evidence Provided: Some clinical placement sites across all programmes did not have learning outcomes specific to the practice placement environment.

Outcome: Partially compliant

Condition: Learning outcomes to be reviewed and written specific to the practice placement for supernumerary and intern groups in collaboration with the education body. Learning outcomes to be reviewed in partnership with practice partners to ensure they are clinical site specific and relevant to the year of programme and expected level of learning with a maximum of five learning outcomes per placement. A brief guide is available on the NMBI website.

Recommendations

- To strengthen the link between theory and practice for students, it is suggested UCD increase the number of NMBI registered professional academic staff to link directly with practice partners regarding professional/clinical issues (Linked to 2.6 and 2.7).
- It was noted that in January, clinical sites have high number of students commencing clinical placement together (1st & 4th/interns), suggest reviewing allocation planner in relation to this particularly to allow 1st year placement allocations to commence in semester 1. This recommendation is for all programmes across all sites. (Linked to 3.5).

General Nursing

Commendations

University College Dublin

- We recognise the numerous initiatives and activities underway at UCD with practice partners to support and enhance the learning experience of general nursing students.
- Athena Swan Bronze Award 2021 and membership application to Sigma Theta Tau and the Ad Astra Scholarship.
- Students feel well supported and enjoy being part of the UCD student body. Students have a strong sense of identity as UCD students.
- Student entry through alternative routes to CAO – i.e., Hear, Dare, HSE Scholarship
- Evidence of a strong research focus in the areas of health systems; advanced care practices, education research, holistic health & wellbeing.
- Students expressed that the faculty are approachable, accessible and supportive. Academic staff are committed to teaching excellence.
- A wide range of student support structures are available.
- There is evidence of a strong commitment to student support and learning at the practice partner sites, this is particularly acknowledged with the increase in number of students with complex needs.
- Very good communication channels between the education body and practice partners as noted by the disability team in the school reporting to the practice partner disability officers which is important given the changing profile of students and diversity of needs.
- Students who signed up to the peer mentoring 1st/3rd year, rated this as very good.
- The academic writing module was highlighted by students as a very valuable module.
- The opportunity for students where possible to self-select clinical placements is to be commended.
- The role of the ALO in UCD is considered to be a key link to practice partner sites.
- An excellent and user-friendly school website and use of Brightspace as a Virtual Learning Environment (VLE) is noted.

St Vincent's University Hospital

- The practice placement sites provide a very supportive learning environment with a variety of learning opportunities for students to engage with.
- Both supernumerary and Internship students felt very well supported by Preceptors, CNMs and Clinical Placement Co-Ordinators.
- The Nurse Practice Development team (NPDC, CPC's and SALO's) evidenced ongoing support for nursing students on clinical placement and this is to be commended.
- CNM's in the clinical placement areas are very supportive of students and valued them as members of the team which was also confirmed by students.

- Preceptors have a good understanding of how to support a student who is at risk of not progressing to achieve clinical competency.
- SVUH to be commended on their encouragement of nursing staff to continue with Continuing Professional Development and providing opportunities to progress to post-graduate courses.

Royal Hospital, Donnybrook

- Students stated that the hospital is a rich learning environment.
- It is evident that the student is at the centre of clinical activity and well involved in patient care.
- Staff and students display a sense of pride in their work.
- Evidence of excellent MDT involvement in patient rehabilitation.

Blackrock Medical, Centric Health

- This service offers undergraduate students an excellent opportunity to understand and engage with a wide range of primary care services, including health screening, minor surgery, vaccination, health promotion, cryotherapy, women's health, wound care management and dermatology.
- Manager/co-ordinator/practice nurse are very supportive of student learning opportunities ensures the students have an opportunity to work with all members of the MDT.
- Excellent example of MDT work.

Mater Misericordiae University Hospital

- There is evidence of strong senior management leadership to address ongoing challenges in workforce planning.
- A wide range of quality initiatives demonstrated. The involvement of the Mater in the MAGNET4EUROPE project (twinned with Penn Presbyterian Hospital in Philadelphia, USA) represents a progressive and exciting initiative as well as the Daisy Awards.
- Recognition of innovation in streamlining nursing assessment documentation with winning a SPARK award.
- Centre of Nurse Education and Practice Development team very active in supporting both qualified staff and nursing students, with a large suite of specialist postgraduate nursing /CPD/adaptation opportunities.
- Structured reflection for students was well evaluated, they are well supported by CPCs/ preceptors/ nursing staff.
- The Student Nurse Forum is a valuable opportunity for students to have a voice in MMUH.
- It was also noted that internship students are offered the opportunity to self-select their clinical rotation placements which is to be commended.

Loughlinstown Public Health Centre

- This service offers undergraduate students an excellent opportunity to gain a comprehensive understanding and engagement with a wide range of primary care services.
- Staff are committed to ensuring student nurses have a valuable clinical placement, this is encouraged by the senior nursing leadership in the Public Health Centre.
- Good opportunities provided for students during their two-week placement. It was felt that students benefit from the two-week placement, it was previously one week long.
- Local initiatives such as staff visits to The National Maternity Hospital, Holles St. to exchange and share information that mutually benefits the maternity services both in acute and primary care. Promoting the seamless service for mother and baby enhances student learning within this primary care setting.

St Michael's Hospital, Dun Laoghaire

- All staff were engaging in the inspection process and there is very strong evidence of commitment to student learning.
- Student focus is evident, this was reported by all students on site.
- The students are very well supported by preceptors, CNM's and CPC's.
- The Nurse Practice Development team demonstrated their ongoing support for student nurses, and this was apparent through the development of supporting evidence for students in each of the placement areas.

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 2.13 – There is public and patient involvement in the review and evaluation of programmes by the education body.

Evidence Provided: Stakeholder engagement outlined in submitted documents does not evidence engagement with patients/patient groups.

Outcome: Partially compliant

Condition: Public and patient involvement will be included in the review and evaluation of the general nursing undergraduate programme.

Requirement 6.1 – (this condition includes Requirements 3.1 and 3.2)

The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & practice partner)

Evidence Provided: CLE Audits were not available at Loughlinstown Public Health Centre or Centric Health; the incorrect tool was used in some instances.

Outcome: Partially compliant

Condition: Provide clinical audits for practice partners inspected.

Requirement 6.11 – Students have a minimum of four hours protected time for reflection each week throughout the undergraduate programme or as specified in the relevant standards and requirements.

Evidence Provided: Time allocated on some rosters for students to attend reflective time off the ward each shift however some students reported they do not get to take this time.

In particular, internship students are rostered for 37.5-hour week and it in the current format student are expected to reflect for 4 hours of their working week. However, this is not clearly transparent in how hours are accounted for and logged.

Outcome: Partially compliant

Condition: Measures to be implemented to ensure that all students have 4 hours protected reflective time each week and a log of this held.

Recommendations

University College Dublin

- Protected time to facilitate practice placement assessments by preceptors in conjunction with the students, CNMs, preceptors and CPCs is encouraged but, in some instances, due to the ward acuity level is challenging to facilitate. Consider implementing measures to ensure that protected time is made available to facilitate practice placement assessments (Linked to 6.7).
- Shared modules which consist of large student groups are allocated to one lecturer from one discipline. The inclusion of lecturers from each discipline in the delivery and assessment of such modules has the potential to facilitate greater application of the content to the respective discipline. This also has the potential to positively impact on the quality of student feedback and efficacy of the marking process.

St Vincent's University Hospital

- Internship Students should not be redeployed to other clinical areas in times of staff shortage to ensure Standards 6.3 & 6.4 can be met.
- The EB and practice partner to record evidence of trained preceptor numbers and evidence of training updates (linked to requirement 6.4).
- SVUH to review opportunities for internship students to complete venepuncture and cannulation, ensuring that there is a system to facilitate achievement of competency.

Royal Hospital, Donnybrook

- Consider extending invitation to the Royal Hospital to join future joint working group meetings.

Blackrock Medical, Centric Health

- Opportunity to lengthen student placement from 2 to 4 weeks, to facilitate students' exposure to a wider range of GP/Practice nurse services to support primary healthcare.

Mater Misericordiae University Hospital

- Ensure consistency across all years for access to NCAD documents in e-folder.

Integrated Children's and General Nursing

Commendations

- The inspection team appreciated the welcome in UCD and in the three practice partner sites visited, CHI@ Crumlin, The Mater Misericordiae University Hospital and Laura Lynn.
- We would like to acknowledge the challenges associated with the transition to one CHI and the ongoing work and time commitment of the EB and the practice partner staff at this time. Positively there was evidence of cross site (CHI@ Crumlin, CHI@TS CHI@ Tallaght and CHI@ Connolly) collaboration including cross site preceptorship training and the introduction of a cross site student medication workbook for first year students and Higher Diploma students.
- There was evidence of a dynamic academic children's team in UCD who provided significant supports to the students both with their academic studies and also with navigating all aspects of the programme and integration into college life in UCD.
- CPC/Clinical Nurse Education Facilitator/Higher Diploma Programme Coordinator support for students in clinical practice was unanimously commended by the students.
- In the three clinical sites visited there was excellent evidence of a range of initiatives to ensure a quality learning environment was in place for all nursing students.

CHI@ Crumlin

- '10 minutes to learn' ward education initiative/medication of the week/debriefing in action is an excellent example of innovation. Consider replicating in other wards.
- Ongoing staff learning and development with career advancement was clearly evident, and this enabled students to consider options for career pathways within children's nursing once qualified and enhance staff retention.

Laura Lynn Children's Hospice

- Comprehensive orientation pack provided for students in advance of commencing their placement/year specific learning outcomes that were concise and achievable/ethos of student-centred learning.
- Students being viewed as part of the nursing and MDT team in Laura Lynn was evident (for example students were exposed to music therapy and memory making, two important aspects of care for children with life limiting conditions).

The Mater Misericordiae University Hospital

- Safe Situation Awareness Project.
- Structured reflection weekly with CPCs.
- Ward specific orientation.
- Exposure to the provision of person-centred care for both acute and chronic conditions as part of the MDT.

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 6.11 – Students have a minimum of 4 hours protected time for reflection each week throughout the undergraduate programme as specified in the relevant standards and requirements.

Evidence Provided: Students on the C&G programme in the three services visited (CHI@Crumlin, Laura Lynn and The Mater) are rostered for 35 hours placement per week. Review of content delivered on structured reflection sessions/days in CHI@ Crumlin and The Mater Misericordiae University Hospital.

Outcome: Partially compliant

Condition: It is a requirement that reflective time for all U/G nursing students be protected so students should be rostered for 31 hours clinical practice and 4 hours reflective time. All students' rosters should clearly outline how reflective time is protected for U/G nursing students. Unstructured reflective time is not protected and therefore there was variance in whether this reflective time was made available to the students. Additionally structured reflection time for students needs to be focused on reflective practice and not used to provide education focused sessions.

Recommendations

- NMBI recommends that CLE audits to be completed collaboratively by the UCD academic staff (EB) and their relevant service partners (practice partner). In addition, UCD/ practice partner to collaboratively re-audit wards/units when clinical activity changes or a new clinical site is established. (Linked to requirements 3.2 and 6.1)
- Some students undertake a two-week community placement in Laura Lynn, the opportunity to follow a member of the nursing liaison team on community/outreach visits would be very beneficial to student's exposure to community-based child and family focused care. (Linked to requirement 4.6)
- Preparation for clinical placement should have additional specific re-orientation for C&G students when moving between children's and general clinical areas when the gaps in time since their previous placement in that site/service are significant. (Linked to requirement 4.6)
- The student contact hours for 5 ECTS modules on the C&G programme need to be reviewed. Currently there is a significant discrepancy in direct teaching hours ranging from 20 to 40 hours on the module descriptors relevant to the C&G programme. (Linked to requirement 4.8)
- Students indicated that they did not always work alongside their allocated preceptor/co-preceptor for the majority of their placement. There needs to be a review of rosters to ensure students are allocated to work alongside their preceptor. (Linked to requirement 6.3)

- CHI@Crumlin have a preceptorship uptake of 78% of staff. It is recommended that additional preceptorship training is facilitated to increase these numbers and bring them in line with the recommended 80% across all sites. (Linked to requirement 6.4)
- Whilst we acknowledge that CHI@ Crumlin is currently aiming to standardise PPPGs across all CHI sites, some PPPGs need updating and also should include a revision date. (Linked to requirement 6.13)

Higher Diploma in Children's Nursing Recommendation

- For Higher Diploma in Children's Nursing students, it is recommended they receive additional clinical supports (skills) before and during their first placement.

Mental Health Nursing

Commendations

University College Dublin

- The partnership between the education body and practice partners is very strong with the student as the central focus.
- Clinical Facilitators role in H Dip programme bridges the link between theoretical and clinical aspects of the programme.
- Peer Mentorship between student groups.
- Involvement of people with lived experience of mental health difficulties in the development, delivery and evaluation of modules as part of public and patient involvement (PPI).
- Team inviting visiting professors (experts), to conduct sessions to help the team, specifically with grant writing.

Community Healthcare East, Mental Health Services - Clonskeagh Hospital, Vergemount and Elmount Unit, St Vincent's University Hospital

- Excellent CPC, SALO and NPDC support to students and practice placements.
- Practice Placements provide a wide variety of rich learning opportunities to students.
- Management and organisation of structured Internship Reflective Practice days.
- Strong support from nursing management for staff to engage in wide range of CPD.
- The Magic Table initiative for clients with dementia at Le Brun House, Vergemount.
- The newly renovated garden for clients to engage in at Le Brun House, Vergemount.
- The availability of access to the Arches Recovery College at Vergemount.

St John Of God Hospital (SJOG) & Cluain Mhuire Community Services

- Excellent CPC, SALO and NPDC support to students and practice placements.
- Practice Placements provide a wide variety of rich learning opportunities to students in particular specialist placement opportunities.

- Partnership approach and management of structured Reflective Practice days for both supernumerary and intern nursing students.
- The Twelve Lean Six Sigma Yellow/Green Belt projects across SJOG hospital amongst staff.
- The implementation of the Safewards model to the admissions wards in SJOG. Of particular notice was the 'Know each other' Safewards intervention where ward staff provided information about themselves displayed in an open access area for mental health service users to be aware of the staff.
- The Nursing lead Healthtrac clinic in Cluain Mhuire in response to service user needs and importance of physical health monitoring for this client group.
- Mental Health Nursing involvement in Reach Training Programme providing training for people who have experienced mental health difficulties.
- The close working relationship between Community Adult Mental Health Service and CAMHs, in particular supporting service user transitioning between services.

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 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.

Evidence Provided: Evidence was provided on most module descriptors in curriculum document (Pages 210-243). However, the titles of elective modules and associated module descriptors across stages 2 and 3 of the programme need to be included in the curriculum document (Pages 217 and 225).

Outcome: Partially Compliant

Condition: Integrate elective module codes and titles and the associated module descriptors across stages 2 and 3 of the programme into the curriculum document (Pages 217 and 225).

The HDip curriculum should clearly and explicitly link the programme learning outcomes with the NMBI domains in the standards and requirements. (4.5 Section 2 Prog S & R).

Requirement 6.4 – The number of preceptors/ associate preceptors/ registered nurses in a clinical placement available to students meet the requirements set by NMBI.

Evidence Provided: Preceptorship records indicate the practice placement preceptorship numbers do not meet the NMBI requirements. Practice placement staff acknowledged this in their discussions with inspectors.

Outcome: Partially Compliant

Condition: The education body and practice partners must provide evidence of trained preceptor numbers and evidence of training updates.

Recommendations

University College Dublin

- Consider re-establishing relationships with EU partners to improve the uptake of Mental Health students attending Erasmus exchange during their training. (Linked to 2.12)
- Review curriculum document to ensure that opportunities for intentional, shared, inter-professional learning is articulated (Linked to 4.12).
- Review curriculum document to update reading lists.

Community Healthcare East, Mental Health Services - Clonskeagh Hospital, Vergemount and Elmount Unit, St Vincent's University Hospital

- Feedback gathered from student evaluations of placement to be available and discussed with placement staff (preceptors). (Linked to 3.3)
- Ensure practice partner policies, procedures and guidelines are in date and accessible to students. (Linked to 6.13)

St John Of God Hospital (SJOG) & Cluain Mhuire Community Services

- Ensure all General Nursing & Midwifery students on Mental Health short practice placements have access to specific learning outcomes other than NCAD competency assessment (Linked to 6.2).
- Ensure there is an adequate number of nursing staff trained as preceptors in nursing home placements (Linked 6.8).



02

**Nursing
Post-graduate
Programmes**

General Information

NAME OF EDUCATION BODY	University College Dublin
HEAD OF NURSING/MIDWIFERY	Professor Fiona Timmins

EDUCATION BODY INSPECTION	<p>Virtual Inspection 7 March 2023</p> <p>Onsite Inspection 8 March 2023</p>
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED	<p>St Vincent's University Hospital 9 March 2023</p> <p>Blackrock Health Centre 9 March 2023</p> <p>Our Lady's Hospice, Harolds Cross 10 March 2023</p> <p>Mater Misericordiae University Hospital 10 March 2023</p>
SITE INSPECTION TEAM	<p>Dr Myles Hackett, RGN, RPN, RNT, Head of Department, Dundalk Institute of Technology</p> <p>Dr Margarita Corry, RGN, RNT Lecturer, Trinity College Dublin</p> <p>Nicola Gill Meeley, RGN, RNP, RPHN, RNT, Lecturer, University of Galway</p> <p>Dr Joanne O'Brien, RGN, RNP, RANP, Advanced Nurse Practitioner, Beaumont Hospital, Dublin</p> <p>Carolyn Donohoe, RGN RNT, Director of Education, Policy and Standards, NMBI</p>

POST-GRADUATE PROGRAMME LIST – For reapproval

Programme Title	NFQ Level	ECTS
Master of Science in Nursing Advanced Practice Nursing	9	110
Master of Science in Nursing (Public Health Nursing)	9	90
Graduate Diploma in Nursing (Public Health Nursing)	9	60
Master of Science in Health Professions Education	9	90
Graduate Certificate in Health Professions Education	9	40
Graduate Diploma Nursing (Cancer Nursing)	9	60
Graduate Certificate Adult Cancer Nursing	9	40
Professional Diploma in Adult Cancer Nursing	9	20
Professional Diploma Cancer Nursing (Colorectal)	9	20
Graduate Certificate Children's Cancer Nursing	9	40
Graduate Certificate Breast Care Nursing	9	40
Professional Diploma Breast Care Nursing	9	20
Graduate Diploma Children's Cardiac Care	9	60
Graduate Certificate Children's Cardiac Nursing	9	30
Graduate Diploma Critical Care Nursing (Children)	9	60
Graduate Diploma Emergency Nursing (Children)	9	60
Professional Certificate Complex Care for Children	9	10
Graduate Diploma Chronic Illness Management	9	60
Professional Certificate Quality Patient Safety and Outcomes	9	10
Professional Certificate the Psychological Impact of Chronic Illness	9	10
Master of Science in Critical Care Nursing	9	100
Graduate Diploma Nursing (Intensive Care)	9	60
Graduate Certificate Critical Care Nursing (Intensive Care)	9	40
Professional Diploma Principles of Intensive Care Nursing	8	20
Graduate Diploma in Nursing (Critical Care Cardiovascular)	9	60
Graduate Certificate in Nursing (Critical Care Cardiovascular)	9	40
Graduate Diploma in Nursing (Diabetes)	9	60
Graduate Diploma in Emergency Nursing (Adult)	9	60
Master of Science in Gerontological Nursing	9	90
Graduate Diploma in Gerontological Nursing	9	60
Master of Science in Nursing Clinical Practice (add on to existing Postgraduate Diploma)	9	30
Master of Science in Palliative Care	9	90
Graduate Diploma in Palliative Care	9	60

POST-GRADUATE PROGRAMME LIST – For reapproval

Programme Title	NFQ Level	ECTS
Graduate Certificate in Palliative Care	9	30
Graduate Diploma in Primary Care Nursing Practice	9	60
University Certificate Prescribing Medicinal Products and Referring for Radiological Procedures (Adults)	8	40
University Certificate Prescribing Medicinal Products and Referring for Radiological Procedures (Children)	8	40
University Certificate Prescribing Medicinal Products and Referring for Radiological Procedures (Adults and Children)	8	40
Graduate Diploma in Primary Care Nursing Practice	9	60
Professional Diploma (Prescription of Medication)	8	20
Professional Diploma (Prescription of Medication with Health Assessment)	8	30
Professional Certificate Referring for Radiological Procedures (Adults)	8	10
Professional Certificate Referring for Radiological Procedures (Children)	8	10
Professional Certificate Referring for Radiological Procedures (Adults and Children)	8	10
Professional Certificate Advanced Health Assessment	9	10
Professional Certificate Heart Failure Nursing	9	10

- 4 Registration pathways: ANP, RNT, PHN, Registered Prescriber Medicinal Products.
- 15 speciality pathways: Clinical practice, Cancer Nursing, Children's Nursing, Chronic Illness Management, Intensive Care, Cardiovascular Critical Care, Diabetes Nursing, Emergency Nursing, Gerontological Nursing, Palliative Care, Primary Care Nursing, Referral Radiological Procedures, Heart Failure Nursing.

Total: 46 programmes

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.	P
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.	P
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

University College Dublin

- Extensive suite of taught graduate programmes.
- Good variety of assessment methods.
- Good support systems in place for students.
- There is a variety of teaching and learning strategies at programme level.
- Staff are very student focused and demonstrate expertise in teaching and learning.
- There is an educational technologist in post to support online learning.
- Good library facilities.

St Vincent's University Hospital

- Staff are focused on the provision of high-quality education.
- Clear processes in place to support students.
- Forum in place for ANP's.
- ANP's - wide range of specialities; local implementation group in place.
- CPD programmes support staff and help with progression to taught graduate programmes.
- Use of simulation workshops to support/enhance learning.

Blackrock Health Centre – Public Health Nursing

- Staff are very student focused.
- Staff are aware of support services for students in UCD.
- Variety of clinical experiences available to students including specialist practice and allied health.
- Development of ANP roles – tissue viability.
- Clinical Skills Facilitator in post.

- Guidelines/policies available online.
- Comprehensive induction for students.

Our Lady's Hospice, Harolds Cross

- Very good support for education – nurse tutors.
- Support to develop advance practice/clinical nurse specialist roles.
- Clinical staff very student focused.
- Wide variety of hospital and community-based placement sites.
- Very positive learning culture evident.

Mater Misericordiae University Hospital

- Wide variety of taught graduate programmes.
- Extensive support for students (internal and external) from Clinical Facilitators and CNS's.
- Students have access to excellent clinical practice experiences.
- ANP forum in place.
- ANP representative sits on nursing executive.
- Medicinal product prescribing and ionising radiation referral working very well.
- CPD programmes support staff and help with progression to taught graduate programmes.
- Use of simulation workshops to support/enhance learning.

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 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.

Evidence Provided: The Terms of Reference provided indicate that there is student representation on the UCD Nursing, Midwifery and Health Systems Taught Programmes Board but not in the Taught Graduate Programmes Committees.

Outcome: Partially compliant

Condition: The education body to facilitate graduate student representation on the Taught Graduate Programmes Committee, ensuring there is student input to the structure and content of programmes.

Recommendations

University College Dublin

- There is evidence that the majority of learning outcomes are at Level 9 however some module learning outcomes require review, for example, NMHS43270 Research Methods Applied to Healthcare, NMHS42670 Care of the Acutely Ill. Some reading lists require review, for example, NMHS42430 Clinical Practicum Diabetes Care, NMHS42930 Care of the Acutely Injured. Review module learning outcomes to ensure that they are at Level 9. Review reading lists to ensure that they are up to date (Linked to 3.2).
- Suggestion that modules on advanced health assessment and leadership to be included in graduate programmes where appropriate.

SVUH

- Recommend that the Director of Education vacancy is filled.
- Consider appointing an ANP to Nursing Executive Team.
- Review of prescribing roles for ANP's for ionising radiation and medicinal products – to allow for practice in line with national guidance and registration.

Our Lady's Hospice, Harolds Cross

- NMBI acknowledge the great work that has been conducted to date and recommend continuing development of prescribing roles with palliative care practices.

MMUH

- CNS – continue to liaise with NMPD to facilitate programme for CNS's focusing on service development.



03

**Midwifery
Undergraduate
and Post-graduate
Programmes**

General Information

NAME OF EDUCATION BODY	University College Dublin
HEAD OF NURSING/MIDWIFERY	Professor Fiona Timmins
EDUCATION BODY INSPECTION	Virtual Inspection 7 March 2023 Onsite Inspection 8 March 2023

PROGRAMME LEADING TO REGISTRATION	BSc (Hons) Midwifery Higher Diploma Midwifery	
ASSOCIATED HEALTHCARE PROVIDER SITES INSPECTED	National Maternity Hospital, Holles Street 9 March 2023 Kilkenny Maternity Hospital 10 March 2023 Mullingar Maternity Hospital 29 March 2023	
STUDENT NUMBERS ON THE BSc (HONS) MIDWIFERY PROGRAMME	Stage 1	22
	Stage 2	17
	Stage 3	23
	Stage 4	21
	Total students	83
HIGHER DIPLOMA IN MIDWIFERY	Annual intake	16
SITE INSPECTION TEAM	Dr Rhona O'Connell, RM RMT RGN, Lecturer, University College Cork	
	Arathi Noronha, RM RMT RGN, Midwifery Practice Development Coordinator, Coombe	
	Deirdre Naughton, RM, RGN, Director of Midwifery, Portiuncula Hospital	
	Kathryn Muldoon, RM, RNT, RGN, Lecturer, Trinity College Dublin	
	Dawn Johnston, RM, RGN, Director of Midwifery, NMBI support	

Midwifery Undergraduate Programmes

Requirement Compliance

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

Education Body Requirements

1. Student Admission and Progression		BSc (Hons) Midwifery
1.1	Clear and comprehensive information about the programme is available for prospective students.	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
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
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
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
1.6	Learning supports including reasonable accommodations are available to students who require them. (EB & practice partner)	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
1.8	Procedures for a student exiting a programme before completion are explicit, including exit awards if appropriate.	C
1.9	Procedures are in place to inform NMBI, in writing, annually of student/s who exit a programme prior to completion.	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

2. Governance and Management

		BSc (Hons) Midwifery
2.1	There is a signed Memorandum of Understanding (MOU) between the education body and each of its practice partners. (EB & practice partner)	C
2.2	The school of midwifery/department and individual programmes are subject to periodic quality reviews.	C
2.3	Programmes are subject to annual monitoring through the external examiners process.	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 & practice partner)	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 midwifery qualifications and experience.	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
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, midwife practice development coordinator (minimum of 1), and clinical placement coordinator 1:15. (EB & practice partner)	P
2.8	Teaching and learning resources and facilities support the delivery of the programme.	C
2.9	A Local Joint Working Group including representatives of the key stakeholders from the education body and practice partners, from across midwifery settings, is in operation. (EB & practice partner)	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
2.11	Formal grievance, complaints, and appeals policies are available and made known to students.	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
2.13	There is public and patient involvement in the review and evaluation of programmes by the education body.	C
2.14	The education body and practice partners operate a fitness to practise mechanism for the protection of the public. (EB & practice partner)	C
2.15	The education body and practice partners have processes in place to support students with health problems. (EB & practice partner)	C

3. Practice Placements

		BSc (Hons) Midwifery
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
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
3.3	There are processes in place for students to evaluate and provide feedback on practice placements. (EB & practice partner)	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 & practice partner)	C
3.5	Fair and transparent systems are in place for the allocation of students to practice placements. (EB & practice partner)	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 midwife.	C

Programme Requirements

4. Curriculum

		BSc (Hons) Midwifery
4.1	Curriculum development processes ensure that the programme meets all statutory and regulatory requirements of NMBI and where applicable, the European Directives for midwife registration education programmes (Article 40 &41 of EU Directive 2013/55/EU Article 42 Directive 2005/36/EU)	C
4.2	The programme meets the requirements of the relevant award on the National Framework of Qualifications (NFQ).	C
4.3	Safety of the person and protection of the public is a fundamental, explicit, and continuing component of the programme.	C
4.4	The curriculum model chosen is dynamic, flexible, and evidence-based and utilises a range of teaching and learning strategies.	C
4.5	The curriculum is comprehensively and systematically documented and in line with the programme learning outcomes and principles of competence specified in Midwife Registration Programme Standards and Requirements.	C
4.6	Clinical placements are integral to the programme.	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

		BSc (Hons) Midwifery
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
4.9	The curriculum demonstrates a balance between theory and practice leading to the development of reflective practitioners.	C
4.10	The curriculum development team is led by academic staff who are registered midwives in the relevant division of the register and comprises representative members of key academic and clinical stakeholders.	C
4.11	Registered midwives with appropriate professional and academic qualifications and teaching experience deliver the midwifery modules.	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

5. Assessment

		BSc (Hons) Midwifery
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
5.2	The selection of assessment techniques assesses achievement of learning outcomes at both module and programme level.	C
5.3	Students are informed about the assessments employed for their programme and about the requirements for progression, including the grading criteria.	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
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
5.6	The assessment strategy for the programme makes clear that compensation between theoretical and clinical practice components is not allowed.	C
5.7	External examiners appointed to the programme are appropriately qualified and experienced.	C

Associated Health Care Provider (Practice Partner) Requirements

6. Clinical Learning Environments		BSc (Hons) Midwifery
6.1	The Clinical Learning Environment (CLE) Audit is completed and available for review. (EB & practice partner)	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 partner)	C
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
6.4	The number of preceptors/associate preceptors/registered midwives in a clinical placement available to students meet the requirements set by NMBI.	C
6.5	Practice based learning is supported by preceptors from the midwifery register or have suitable experience.	C
6.6	Preceptors have completed a competency assessment programme that has been approved by NMBI. Preceptors engage in continuing professional development. (EB & practice partner)	C
6.7	Arrangements are in place for protected time to facilitate practice placement assessments by preceptors.	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
6.9	The supernumerary status of the student is explicit for preceptors and students.	C
6.10	Clinical practice placements provide experience of the 24-hour care cycle.	C
6.11	Student midwives, during their internship period, have a minimum of 4 hours protected time for reflection each week throughout the undergraduate programme.	C
6.12	All placements, including specialist placements, are completed prior to the commencement of the 36-week internship placement. (EB & practice partner)	C
6.13	Multi-disciplinary evidence based policies, procedures and guidelines are available to support students in care delivery.	P
6.14	Practice placements implement relevant NMBI professional guidance documents.	C
6.15	Evidence of Clinical Risk management systems are embedded in the maternity service.	C

Commendations

University College Dublin

- The approval and current recruitment to a Full Professor of Midwifery to the University.

National Maternity Hospital

- The students commended the visibility and support provided to them, particularly by the Director of Midwifery and ADOM (practice development).
- Clinical data collected and development of 'dashboards' is displayed in all clinical areas for all staff to see.

St Luke's Hospital

- The restorative practice programme provided to all midwives and students at St Luke's was welcomed and building a positive culture in the maternity unit was noted.
- The use of QR codes to access commonly used policies was available in clinical areas allowing staff easy access.

Mullingar Hospital

- The recent infrastructure development and initiatives such as the Danu room, labour ward home from home room, the bereavement suite along with the plan to introduce a pool for hydrotherapy is commended.

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 Midwifery/ 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, midwife practice development coordinator (minimum of 1), and clinical placement coordinator 1:15. (EB & practice partner)

Evidence Provided: There is no practice development coordinator in St Luke's Hospital, Kilkenny. It was reported that Wexford Maternity Service is awaiting a practice development coordinator. The National Maternity Hospital has a CPC ratio of 1:27.

Outcome: Partially compliant

Condition: Ensure that vacancies are filled to ensure student to staff ratios.

Requirement 6.13 – Multidisciplinary evidence-based policies, procedures and guidelines are available to support students in care delivery.

Evidence Provided: The multi-professional guidelines in some places are out of date.

Outcome: Partially compliant

Condition: Undertake review of PPPGs at partner sites to ensure all are up to date.

Recommendations

- The educational clinical placement audits that are undertaken have a lecturer from the education body included in the auditing team.
- Review the student skills book to ensure that it is compliant with Data Protection and GDPR legislation.

National Maternity Hospital

- To review the allocation throughout the year of all students to the maternity services to ensure that there is sufficient capacity.

St Luke's Hospital

- Review the student skills book to ensure that it is compliant with Data Protection and GDPR legislation.

Mullingar Hospital

- Consider clinical placements in SCBU, Antenatal Clinic and community for student midwives.
- Consider having intern students undertaking clinical placement in the maternity unit.

Midwifery Post-graduate Programmes

POST-GRADUATE PROGRAMME LIST

• Masters in Midwifery - Advanced Practice (AMP)
• Professional Certificate Breastfeeding and Lactation
• Professional Certificate Examination of the Newborn
• Professional Certificate Maternal Care

Midwifery Post-graduate Programmes Requirement Compliance

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

Education Body Requirements

1. The Respective Educational Providers		MSc H-Dip
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		MSc H-Dip
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		MSc H-Dip
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

University College Dublin

- Wide variety of support systems in place for students.
- Staff are very student focused.
- Impressive library facilities.
- Availability of extensive online learning facilities.

Conditions

No conditions apply.

Recommendations

- There are no recommendations.