

**NMC UK Wide Quality Assurance Framework
PROGRAMME MONITORING REPORT**

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>University of East Anglia In partnership with: East of England SHA Health and Social Services Department (HSSD), the Bailiwick of Guernsey Norfolk and Norwich University Hospital NHS Foundation Trust Queen Elizabeth Hospital NHS Foundation Trust James Paget University Hospital NHS Foundation Trust Norwich Community Health & Care NHS Trust Norfolk and Suffolk NHS Foundation Trust East Coast Community Healthcare CIC</p>
<p>NMC Provider Code:</p>	<p>0541</p>
<p>Programmes Monitored and clinical focus:</p>	<p> <input checked="" type="checkbox"/> Pre registration nursing <input checked="" type="checkbox"/> Adult <input type="checkbox"/> Child <input type="checkbox"/> Mental health <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Pre registration midwifery <input type="checkbox"/> Specialist community public health nursing <input type="checkbox"/> HV <input type="checkbox"/> SN <input type="checkbox"/> OH <input type="checkbox"/> FHN <input type="checkbox"/> Learning & assessment in practice <input type="checkbox"/> Mentor <input type="checkbox"/> Practice teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Supervisor of midwives <input type="checkbox"/> Return to practice <input type="checkbox"/> Nursing <input type="checkbox"/> Midwifery <input type="checkbox"/> Specialist practitioner <input type="checkbox"/> Adult nursing <input type="checkbox"/> Mental health <input type="checkbox"/> Children's nursing <input type="checkbox"/> Learning disability nurse <input type="checkbox"/> General practice nurse <input type="checkbox"/> Community mental health nursing <input type="checkbox"/> Community learning disabilities nursing <input type="checkbox"/> Community children's nursing <input type="checkbox"/> District nursing <input type="checkbox"/> Overseas nurses programme <input type="checkbox"/> Overseas midwives programme <input type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 </p>
<p>Part of Register Programme/s Lead to:</p>	<p>Nurses part of the register <input checked="" type="checkbox"/> RNA <input type="checkbox"/> RNMH <input type="checkbox"/> RNLD <input type="checkbox"/> RNC Midwives part of the register <input type="checkbox"/> RM </p>

behaviour to be tracked which can collectively alert more serious issues. The Institute in Guernsey along with the School may wish to review the current arrangements for professional misconduct and the use of the disciplinary process to ensure that it fully meets the NMC Fitness to Practice requirements.

There is strong evidence of effective partnerships with service providers and associated education providers at both strategic and operational levels. These partnerships are being used to develop innovative solutions to challenging situations. The University is seen as being responsive to meeting the needs of contemporary practice. These relationships are confirmed by the Directors of the Nursing Services and by the Commissioners. **The Practice Education Facilitator role is commended for its pivotal role in maintaining the quality of practice experience and supporting the mentor role.** Placement Management is impressively undertaken and successfully meets the many challenges that exist in maintaining high quality practice experience. Issues arising from the escalation process, clinical governance and quality reports and service re-configurations have all been successfully managed. There is strong evidence that effective action is taken to withdraw or rest placements when it is necessary to protect student learning. Mentors are committed to their role and to supporting students who are experiencing issues with progression but they are well prepared to fail students when this is indicated. **The School is commended for the developments in relation to the engagement of service users and carers. Service users and carers feel valued and supported by the University and they make contributions across the pre-registration nursing programme. The input from service users and carers is highly impressive but there is still potential for it to be further developed to meet the needs of contemporary practice.**

Students achieve the NMC learning outcomes and competencies for entry to the nursing part of the register. Commissioners rate the School highly as a provider of pre-registration nurse education as they achieve a number of key quality indicators which include the lowest attrition rates, the best placement rotation systems and they produce students who are fit for practice. Students emerging from the programme are considered fit for practice by employers. Strategies for ensuring that students are exposed to other fields of nursing are included in the programme provision in relation to both theory and practice experience. **The School is commended for the innovative approach to ensuring that all students meet the requirements for exposure to mother and baby experience.**

Excellent relationships and joint working appear to exist with the Institute of Health and Social Care Studies in Guernsey. The practices and procedures that have been agreed as part of the endorsement arrangements appear to be in place and working effectively. These arrangements appear to have the rigour to enable the broad principles of the NMC requirements to be met but have the flexibility to meet the local issues without compromising programme quality. All modules and programmes are subject to evaluation and there is strong evidence that issues raised are responded to in an appropriate and timely manner. The Draft NMC Self-Assessment Report provided by the School is excellent and provides a high quality analysis of the education provision. The External Examiner reports for the Adult Nursing programme are comprehensive and are very supportive of the quality of the programme and the academic support and feedback given to students. They recognise the high level of student achievement. The School should consider an appropriate strategy for responding to External Examiner Annual Reports that do not meet an acceptable level of quality.