

**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 Northampton In partnership with: NHS East Midlands Deanery South Central SHA Kettering General Hospital Foundation Trust Milton Keynes Hospital NHS Foundation Trust Milton Keynes Primary Care Trust NHS Northamptonshire Provider Services St Andrews Healthcare Northamptonshire Healthcare NHS Foundation Trust</p>
<p>NMC Provider Code:</p>	<p>8823</p>
<p>Programmes Monitored and clinical focus:</p>	<p> <input checked="" type="checkbox"/> Pre registration nursing <input type="checkbox"/> Adult <input type="checkbox"/> Child <input checked="" 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 checked="" type="checkbox"/> Mentor <input checked="" type="checkbox"/> Practice teacher <input checked="" 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 type="checkbox"/> RNA <input checked="" type="checkbox"/> RNMH <input type="checkbox"/> RNLD <input type="checkbox"/> RNC</p> <p>Midwives part of the register <input type="checkbox"/> RM</p> <p>Specialist community public health nurses part of the register <input type="checkbox"/> RHV <input type="checkbox"/> RSN <input type="checkbox"/> ROH <input type="checkbox"/> RFHN <input type="checkbox"/> RSCP</p> <p>Recorded qualifications <input type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 <input checked="" type="checkbox"/> Teacher</p> <p>Specialist practitioner <input type="checkbox"/> SPA <input type="checkbox"/> SPMH <input type="checkbox"/> SPC <input type="checkbox"/> SPLD <input type="checkbox"/> SPGP <input type="checkbox"/> SCMh <input type="checkbox"/> SCLD <input type="checkbox"/> SPCC <input type="checkbox"/> SPDN</p> <p>Non recordable <input checked="" type="checkbox"/> Mentor <input checked="" type="checkbox"/> Practice teacher <input type="checkbox"/> Supervisor of midwives</p>
<p>Managing Reviewer / Reviewer(s):</p>	<p>Managing Reviewer: Peter McAndrew Reviewers: Hildah Jiah (Registered Nurse Mental Health) Heather Davies (Mentorship, Teacher, Practice Teacher)</p>
<p>Academic Year: Date of Monitoring Event:</p>	<p>2010/11 01 & 02 March 2011</p>
<p>Date of Report:</p>	<p>09 March 2011</p>

SUMMARY OF FINDINGS

The School of Health at the University of Northampton provides a range of healthcare professional programmes at under-graduate and post-graduate levels. The quality of the teaching within the School is evaluated highly by students. The School keeps a database to record that lecturers with a professional qualification have a recordable teaching qualification registered with the NMC. The administrator does an annual stocktake using the NMC Register Database to check that lecturers who have recently completed a teaching qualification have recorded it. The database shows that all lecturers with a nursing qualification either have a recordable teaching qualification or are working towards achieving it. Previously the lecturer who was identified as the Programme Leader for the Mentorship Preparation Programme was found to have a lapsed registration and it was felt that this indicated that the School lacked an effective policy for ensuring that registrant lecturers maintained their registration and teacher status. Developmental action has now been fully implemented. A new Programme Leader has been appointed for the programme and the previous Programme Leader does not now make a substantial contribution towards NMC approved programmes. The School has also developed and fully implemented a

comprehensive database of all university teaching staff contributing to NMC programmes to ensure that they maintain their professional registration. The database is checked on a six monthly basis and any omissions reported for action to the Associate Dean. The School has a robust workload model which has been well developed and aims to provide equity across the lecturers' workload. The School is confident there is sufficient academic staff to deliver the NMC approved programmes at the required level of quality. Mentors, Practice Teachers and the supervisors of teacher students show enthusiasm and commitment towards their roles and are appropriately qualified and updated.

Admissions to the programmes are in accordance with NMC and University regulations and are undertaken in partnership with associated service providers. **The developments in the Pre-Registration Mental Health programme to involve service users and carers within the admission process are commended.** Programme providers procedures for addressing issues of poor performance in both theory and practice are particularly strong. The School has robust policies and procedures in relation to Fitness to Practise. Scrutiny of the procedures demonstrated that a rigorous process has been adopted and that the primary objective was to protect the public from students with poor character or unsafe practice. An Academic Integrity Strategy guides academic staff and students on the universities expectation for student academic behaviour. APL policies and procedures are fully implemented within the School and feature a particularly strong mapping process that assures that all NMC outcomes are met.

There is strong evidence of effective partnerships between education and associated service providers which are fully endorsed by the Commissioners who see the School as an outstanding professional education provider. **Northamptonshire NHS Healthcare Foundation Trust is commended for presenting annual awards for good students and good mentorship which demonstrate the value that it places on practice learning.** There are sufficient mentors and practice teachers to support the students in practice settings. Educational audits are undertaken and available in each placement setting. The registers of mentors, sign-off mentors and practice teachers are held in the provider organisation and are well administrated, accurate and up to date. Significant positive developments have taken place in service user and carer involvement within the School over the last 5 years since a strategic approach was adopted. These developments are fully acknowledged but the School needs to ensure that service user and carer engagement is more consistently embedded across the programme provision to ensure that contemporary requirements are being fully addressed.

Students fully achieve the required proficiencies for entry to the NMC register and for NMC approved non recordable programmes. **The CMHT at Campbell House in Northampton is commended for their high commitment to promoting student learning especially the pre-clinical induction programme to prepare students for essential clinical skills. The enthusiasm and commitment of mentors, practice teachers and supervisors in supporting students to meet the learning outcomes of programmes is also commended.**

Significant development work that has been undertaken to improve the quality of the programme evaluation system. The evaluation for students, mentors and Practice Teachers has moved fully to an on-line system since January 2011 following piloting in 2009/10. The new approach will enable better reporting procedures and should improve response rates. The evaluations of students, mentors, practice teachers and external examiners are highly supportive of the quality of the programmes. External examiners annual reports do not currently indicate that they scrutinise the assessment of theory and practice. Revisions to the current reporting procedures are being considered to strengthen the emphasis on this aspect of the role. These proposals should be implemented as soon as is possible to strengthen the

quality monitoring process and to fully address the NMC requirements. Programme approvals are well conducted and internal quality assurance processes facilitate appropriate updating of programmes in the light of changes or additions made to NMC standards.