

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

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>Queen Margaret University In partnership with: NHS Lothian NHS Fife NHS Borders NHS Forth Valley</p>
<p>NMC Provider Code:</p>	<p>2619</p>
<p>Programmes Monitored and clinical focus:</p>	<p> <input type="checkbox"/> Pre registration nursing <input type="checkbox"/> Adult <input type="checkbox"/> Child <input type="checkbox"/> Mental health <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Pre registration midwifery <input checked="" type="checkbox"/> Specialist community public health nursing <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> District nursing <input type="checkbox"/> Overseas nurses programme <input type="checkbox"/> Overseas midwives programme <input checked="" 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 type="checkbox"/> RNMH <input type="checkbox"/> RNLD <input type="checkbox"/> RNC Midwives part of the register <input type="checkbox"/> RM Specialist community public health nurses part of the register <input checked="" type="checkbox"/> RHV <input type="checkbox"/> RSN <input type="checkbox"/> ROH <input type="checkbox"/> RFHN </p>

	<input type="checkbox"/> RSCP Recorded qualifications <input checked="" type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 <input checked="" type="checkbox"/> Teacher 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 checked="" type="checkbox"/> SPDN Non recordable <input type="checkbox"/> Mentor <input type="checkbox"/> Practice teacher <input type="checkbox"/> Supervisor of midwives
Managing Reviewer / Reviewer(s):	Managing Reviewer: Peter McAndrew Reviewers: Anne Canning (Teacher) Jean Taylor (SPQ DN) Pat Hibberd (SCPHN HV)
Academic Year:	2010/11
Date of Monitoring Event:	15 - 16 February 2011
Date of Report:	24 February 2011

SUMMARY OF FINDINGS

Queen Margaret University is the largest provider of nursing and allied health programmes in Scotland. The University relocated to a new state of the art campus building in 2007. The new campus offers the highest level of teaching and learning accommodation with excellent access for students to learning resources. The University’s vision is distinct and focuses on the key values of enhancement of the quality of life and service to the community.

The School of Health Sciences provides educational programmes for nursing and teacher education leading to registered, recordable or non recordable qualifications with the Nursing and Midwifery Council. The academic team that deliver these programmes are highly motivated, experienced and have appropriate qualifications that are commensurate with the programmes that are being delivered. The quality of the teaching and learning support that they deliver is evaluated highly by students. The programme leaders all have NMC recordable teaching qualifications as do all nurse teachers who substantially contribute to the nursing programmes. The School maintains a database in relation to lecturers with a teaching qualification that is recordable with the NMC which is well administered and is an example of good governance.

The School has a fully implemented workload model and is confident that there are sufficient academic staff to deliver the programmes to the appropriate quality. There are sufficient practice teachers and teacher supervisors to support the number of students undertaking the programmes.

There is excellent support from service managers for practice teachers to attend training and updates. Practice teachers are commended for the high number of updates and briefing sessions that they attend in a year which is far in excess of the minimal requirements and

demonstrates the high level of commitment to the programme.

Admission processes are robust and are jointly undertaken with Health Boards. Appropriate measures are taken to ensure students' good health and character prior to commencement of the programme.

Programme providers procedures address issues of poor performance in both theory and practice through the very supportive arrangements that exist for assessing students' progression on the programmes.

Comprehensive Fitness to Practise policies and procedures are fully implemented but are seldom required as most issues are managed at a programme level. Academic misconduct is dealt with separately to the Fitness to Practise procedures but would be referred to the Panel if the behaviour of the student was viewed as compromising their fitness to practise safely. The School may wish to consider reviewing the internal processes for attending to student misconduct and criminal convictions to assure that sufficient safeguards are in place for protecting the public from unsafe or unfit practice.

Comprehensive Recognition of Prior Learning policies and procedures are fully implemented and evidence shows that students have been accredited with both certificated and experiential learning.

There is impressive evidence of strong and effective partnerships between education and service providers at strategic and operational level.

The level of shared governance of the practice learning environment with other associated education providers is commended for the quality of a number of joint initiatives. The recent initiative to provide a joint Practice Placements Standards Handbook is an excellent example of high quality shared governance.

The Handbook provides robust standards and comprehensive arrangements for the educational auditing and monitoring of practice placements that are shared with other education providers and fully embraces the requirements of the NMC.

Records of mentors and practice teachers are well maintained, accurate and up to date. Health Boards should consider including within the record the date of triennial reviews to ensure that NMC requirements are fully addressed.

The School has implemented some good informal involvement of service users and carers to the education process but a more formalised approach would benefit the quality of the educational programmes and ensure that contemporary requirements are being fully addressed.

The level of support for students and practice teachers from academic staff within the practice setting is commendable. The practice teacher commitment to the community nursing programmes is highly impressive.

Students emerging from the programmes achieve the required proficiencies and outcomes to fully meet the NMC requirements. In the Specialist Community Nursing programmes evidence of the achievement of the NMC Standards of Proficiency and V100 outcomes are mapped directly to the student's e-portfolio. These programmes are evaluated highly by service and educational managers and they consider that students exiting the programme are fit for practice and purpose.

The Inter-professional educational process of the teacher programme is commended for the benefits that are offered to students teaching practice by the sharing between the different disciplines of novel and creative approaches to teaching.

The teacher programme must make more explicit the requirement for students

undertaking the NMC recordable qualification to be exposed to teaching within NMC approved programmes within the teaching practice period in both theory and practice settings.

The Student Conference in the Consolidation Module of the Specialist Community Nursing Programme is commended as an innovative example of promoting high quality student work and for facilitating the dissemination of the students practice learning throughout the programme to stakeholders.

Programme evaluation and improvement systems impressively address weakness and enhance the quality of programme delivery. Issues that arise are appropriately followed through in action plans. The annual reporting process on programmes is particularly robust.

External examiners engage with both theory and practice elements of approved programmes.

Programme approvals are conducted well and Internal QA processes facilitate appropriate updating of programmes in the light of changes or additions made to NMC standards.