NMC Nursing & Midwifery Council

NMC UK Wide Quality Assurance Framework
PROGRAMME MONITORING REPORT

Programme Provider Name: *(Education provider and associated practice placement providers)*	**The University of Stirling** **In partnership with:** NHS Forth Valley NHS Highland NHS Western Isles
NMC Provider Code:	2641
Programmes Monitored and clinical focus:	☐ Pre registration nursing ☐ Adult ☐ Child ☐ Mental health ☐ Learning disabilities ☐ Pre registration midwifery ☐ Specialist community public health nursing ☐ HV ☐ SN ☐ OH ☐ FHN ☐ Learning & assessment in practice ☒ Mentor ☐ Practice teacher ☐ Teacher ☐ Supervisor of midwives ☐ Return to practice ☐ Nursing ☐ Midwifery ☐ Specialist practitioner ☐ Adult nursing ☐ Mental health ☐ Children's nursing ☐ Learning disability nurse ☐ General practice nurse ☐ Community mental health nursing ☐ Community learning disabilities nursing ☐ Community children's nursing ☐ District nursing ☐ Overseas nurses programme ☐ Overseas midwives programme ☐ V100 ☐ V150 ☒ V 300
Part of Register Programme/s Lead to:	Nurses part of the register ☐ RNA ☐ RNMH ☐ RNLD ☐ RNC Midwives part of the register ☐ RM Specialist community public health nurses part of the register ☐ RHV ☐ RSN ☐ ROH ☐ RFHN

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☐ RSCP

Recorded qualifications

☐ V100   ☐ V150   ☒ V 300

☐ Teacher

Specialist practitioner

☐ SPA   ☐ SPMH   ☐ SPC   ☐ SPLD

☐ SPGP   ☐ SCMH   ☐ SCLD   ☐ SPCC

☐ SPDN

Non recordable   ☒ Mentor ☐ Practice teacher

☐ Supervisor of midwives

Managing Reviewer / Reviewer(s):	**Managing Reviewer:** Peter McAndrew
	Reviewers: Kevin Gormley V300 Isabell Leeman - Mentorship
Academic Year: **Date of Monitoring Event:**	2010/11 06 & 07 January 2011
Date of Report:	13 January 2011

SUMMARY OF FINDINGS

The monitoring visit took place on the Stornoway Campus of the University of Stirling. The newly reorganised School of Nursing, Midwifery and Health delivers nursing and midwifery education over three main campuses. The Stornoway Campus is situated in the Western Isles serving the Western Isles Health Board and is characterised by the highly remote rural area that it serves.

All nursing lecturers involved in the programme delivery within the School have recordable teaching qualifications and experience that is commensurate with their roles. The School demonstrates good governance by a well administered data base which is updated monthly to monitor that lecturers are recording their professional qualifications with the statutory body. This good governance is further complimented by the university who annually monitor that lecturers with professional qualifications have up to date registrations. The School makes good and effective use of experienced pharmacists to meet the outcomes of the Independent and Supplementary Prescribing Programme. The consistency of high quality programme delivery across the 3 School campuses is particularly impressive. The School's academic staff provide excellent support for Students, Supervising Mentors and Designated Medical Practitioners and their local availability is especially highly appreciated. There are high quality administration procedures in place, instituted by the Practice Education Facilitators, which ensure attendances at mentor updates and participation in triennial review. The School may wish to consider other strategies to updating Designated Medical Practitioners who do not attend planned update sessions but would be willing to be visited by education staff in the work place.

Effective selection and admission processes are fully implemented in partnership by education and service, often service led, and which ensure that only appropriate candidates

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are selected for the programmes. Highly effective Fitness to Practice policies and procedures are fully implemented and there are comprehensive records which demonstrate that the Fitness to Practice Panel is being used very effectively. Cause for Concern processes are included in student's handbooks and clearly outline action that should be taken when students are experiencing difficulty with progression. Comprehensive policies and procedures are available for the Recognition of Prior Learning (APEL) which includes a particularly effective application process which identifies both certificated and experiential learning. Currently, APEL is rarely used for the programmes being monitored and the School may wish to consider how opportunities for the Accreditation of Prior Experiential Learning could be enhanced.

The School maintains strong strategic and operational relationships with the associated Health Board, the Independent Sector and the other university campuses which ensure that practice learning in highly challenging situations is maintained at the highest level. This includes a package of innovative communication and information approaches and features the highly effective use of video conferencing. The skills and approaches that are used to manage and maintain these strategies are worthy of wider dissemination. The Practice Education Facilitators impressively support practice learning and enhance working links between education and practice. The Care Homes Education Facilitator also maintains strong links with the private and independent sectors. The Register of Prescribers which is held by practitioners within the community needs to be developed further to meet good governance requirements.

Heads of Service, Service Managers Supervising Mentors and Designated Medical Practitioners are all highly supportive of the quality of the provision and ensure that the skills and knowledge gained from the programmes are fully utilised. The students that emerge from the programmes are considered by all stakeholders to be fit for practice.

All modules are subject to programme evaluation for each cohort and evaluated by the programme team annually. External Examiners' Reports have a specific section for recording the scrutiny of the assessment of practice and ensure that the rigour of the assessment of practice is fully monitored. Issues of concern raised by the External Examiners are quickly and appropriately responded to by module leaders. However, the School may wish to give some consideration to the formal recording process for these responses and their inclusion within the annual programme quality report to demonstrate closure of the quality loop. The School effectively practices conjoint approval of programmes and good policies, procedures and processes are in place and used for making modifications to programmes approved by the NMC.