

**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 the West of Scotland In partnership with: NHS Ayrshire & Arran NHS Dumfries and Galloway NHS Greater Glasgow and Clyde NHS Highland (Argyll and Bute only) NHS Lanarkshire NHS State Hospital</p>
<p>NMC Provider Code:</p>	<p>3503</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 checked="" 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 type="checkbox"/> RNMH <input type="checkbox"/> RNLD <input type="checkbox"/> RNC Midwives part of the register <input checked="" type="checkbox"/> RM </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 Recorded qualifications <input 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 type="checkbox"/> SPDN Non recordable <input checked="" type="checkbox"/> Mentor <input checked="" type="checkbox"/> Practice teacher <input type="checkbox"/> Supervisor of midwives
Managing Reviewer / Reviewer(s):	Managing Reviewer: Janet Duberley Reviewers: Annette Lobo (Midwifery Janet Matthews (Learning & Assessing)
Academic Year:	2010/11
Date of Monitoring Event:	29 - 30 March 2011
Date of Report:	06 April 2011

SUMMARY OF FINDINGS

The University of the West of Scotland is the largest provider of nursing and midwifery education in Scotland. The School of Health, Nursing and Midwifery is one of 3 professional Schools in the Faculty of Education Health and Social Science. The School has sufficient numbers of staff with appropriate qualifications and experience to deliver the programme. Staff are encouraged to engage in external activities and to pursue continuing professional development. Service provider partners ensure that there are sufficient mentors to support students and there are also sufficient sign off mentors. The NMC pathway lead for the Teacher programme is an NMC registrant and holds a recordable teacher qualification.

Admission processes meet NMC requirements and there are clear and effective Fitness to Practise and University Disciplinary process to assure that issues of poor performance in theory and practice are addressed. Link lecturers, Practice Education Facilitators and sign off mentors are very proactive in addressing poor performance in clinical practice. Poor performance is addressed early with tripartite meetings and students are supported with a clearly identified and appropriate support package in place.

There is strong evidence of effective partnership working at strategic, operational and clinical levels, both locally, nationally and internationally. The school has formal liaison groups with its 6 Health Board partners and service provider partners describe the University as supportive, flexible and responsive in its approach. Comprehensive audits of the learning environments are undertaken annually. All students are assigned to appropriately

experienced and qualified Mentors who receive regular updates. Service provider partners have large numbers of 'sign-off mentors' and arrangements for triennial review are in place, with some having commenced. Students of all the programmes monitored are well supported by academic staff when in clinical/teaching practice.

The School has a Service User and Carer Involvement strategy and action plan with strong evidence of service user involvement in the teaching of midwifery students both in the classroom and in simulation. Service provider partners also engage in curriculum development and delivery.

Consistency of midwifery mentor judgements is assured by mentors and co-mentors discussing students' performance with team members; the use of scenario and sharing of experiences at mentor updates. Mentor students are required to provide clear evidence to support assessment decision making which is discussed with their Co-signatory Mentor who countersigns the Pre-registration Student Assessment.

A blended learning approach is taken to all of the programmes monitored; enabling students to achieve NMC learning outcomes/competencies for entry to the respective parts of the NMC register. The Practice Teacher module is delivered online, enabling students to be flexible in their learning. **Simulated learning is integral to all pre-registration programmes and is supported by state of the art simulation facilities in all campuses. The simulation suites range from high fidelity mannequins in a Critical Care environment; a birthing unit; ward settings; domestic settings; specific clinical skills facilities and 'Snoezelen'. The manner in which students learn in these comprehensive clinical simulation suites is worthy of emulation and dissemination.** Assessment strategies are varied to demonstrate the achievement of learning outcomes for each of the programmes monitored.

The School has comprehensive internal quality management systems with clear and effective structures for programme and assessment management. Programmes are actively managed with feedback obtained from key stakeholders. Students complete end of placement evaluations. These are collated and analysed by cohort and presented to partner Health Boards and are shared with ward managers.

External examiners for all programmes, review practice portfolios and meet with students and mentors. In addition, arrangements are made for them to visit clinical placements. Programme approvals are conducted well with evidence of sharing of learning across pathways. All curricula documents are internally reviewed before submission. Clear and effective systems are in place for the update of programmes through modifications.