Working in partnership

Nursing &
Midwifery
Council

NMC UK Wide Quality Assurance Framework

PROGRAMME MONITORING REPORT

Programme Provider Name: *(Education provider and associated practice placement providers)*	**University of Wolverhampton** **In partnership with:** Burton Hospitals NHS Foundation Trust Dudley PCT The Royal Wolverhampton Hospitals NHS Trust Sandwell & West Birmingham Hospitals NHS Trust Sandwell Mental Health and Social Care NHS Foundation Trust Sandwell PCT South Staffordshire PCT The Dudley Group of Hospitals NHS Foundation Trust Walsall Hospitals NHS Trust Walsall Teaching PCT Wolverhampton City PCT Heart of Birmingham Teaching PCT Shropshire PCT Warwickshire PCT Worcester PCT North Staffs PCT Stoke City PCT
NMC Provider Code:	1023
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

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☐ Community mental health nursing

☐ Community learning disabilities nursing

☐ Community children's nursing

☐ District nursing

☐ Overseas nurses programme

☐ Overseas midwives programme

☐ V100   ☐ V150   ☐ V 300
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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 ☐ 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:** Shirley Cutts **Reviewers:** Heather Davies - Mentor, PracticeTeacher, Teacher Diane Fraser - Midiwfery
Academic Year: **Date of Monitoring Event:**	2010/11 5 & 6 April 2011
Date of Report:	13 April 2011

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SUMMARY OF FINDINGS

The School of Health and Wellbeing, one of eight Schools in the University was formed in 2009, and is comprised of the disciplines of nursing, midwifery and social work. Robust systems are in place to ensure that the professional qualifications of staff are current and that teaching qualifications are recorded with NMC. New staff are expected to pursue a recordable teaching qualification. Workload analysis ensures that staff are able to fulfil all aspects of their role and scholarly activity within and outside the University is actively encouraged. The School has responded to feedback from its practice partners by changing the structure and mode of delivery of the mentor programme which now attracts larger numbers, ensuring that there are sufficient mentors to support students. Appropriate support is available for students on all teaching programmes, and students comment positively on the accessibility of the teachers. Mentor updates are delivered on all Trust sites. In some areas they are included in mandatory training and managers actively encourage attendance in all areas. Bespoke sessions are delivered when necessary.

Admission procedures include literacy and numeracy testing, CRB and occupational health clearance and interview with teacher and practice partner. A great deal of work has been done to maintain contact with those offered a place between the interview and commencement of the programme. Applicants are strongly encouraged to attend a pre-course day called 'The Road to Success', where opportunities are available to meet with other students and student support officers from other departments. Early disclosure of additional learning needs, e.g. dyslexia, is encouraged on this day as systems of support are well developed and can be implemented early in the programme. Staff in the School have worked closely with the Students Union and the Student Enabling Centre to develop a support system for students with dyslexia which includes drop-in sessions in the Trusts as well as more traditional methods of support. A first year student nurse has been nominated as student champion for dyslexia support across the university, and includes an on-line blog in her support methods. The School has also worked with other local universities and the Learning Network to develop a handbook which provides practical advice for students with dyslexia and the mentors supporting them. This is distributed around the Trusts. Dyslexia champions are also being identified and prepared in the Trusts. **The School is commended for this collaborative work in developing a well structured system of support for students with dyslexia.**

The University has well established Fitness to Practice procedures which receive referrals from the Schools Suitability Panel as and when necessary. Midwives are involved in the Suitability Panel. APL processes are in place and are identified in admission documentation for applicants to the programmes.

Partnership working is strong at both strategic and operational levels, and has been commended by SHA West Midlands (SHAWM) in a recent quality audit. The School is seen as responsive to feedback by practice partners. For example, in response to a Trust request that students need to be more aware of the increasingly complex health care needs of local women, the teaching team has incorporated a critical care placement in the midwifery programme. School staff are highly visible in practice areas and practice partners are involved in a range of School activities, including curriculum developments. Audits are completed biannually by teaching and clinical staff with an on-line system currently being introduced. The involvement of service users is variable and a strategy has been developed with social work colleagues to provide more consistency across all programmes and is about to be implemented. Achievement of all NMC outcomes is ensured on the Mentor and Practice Teacher programmes through the development of a portfolio with very detailed explanations of the evidence required. Simulation activities are included in the Mentor programme to ensure that midwifery students achieve sign off status. Mentor updates are interactive

providing both curriculum and assessment updates. Midwifery lecturers are well known in the practice areas and are required to complete an annual report detailing their link activities. The tri-partite system used in assessment of practice for the midwifery programme assists in the achievement of consistency. The detailed guidelines for development of portfolios enhance consistency on the teaching programmes. Robust moderating systems are also in place.

Practice partners and SHAWM are confident that midwifery students are highly employable on completion of the programme. Learning, teaching and assessment strategies are varied, enabling and encouraging the development of practical and cognitive skills. The e-learning portfolio is found by students to be a very helpful and efficient way of communicating with their teachers and also for recording experience in practice. Students on the teacher programme are provided with very clear guidance on how to achieve the programme requirements, including a lesson plan template which is compulsory. The structure of the portfolio ensures that mentors practice teachers and teachers achieve all required outcomes.

Students are required to evaluate both theory and practice with the results being presented at Programme Committees which are well attended by practice partners and students on all programmes. Feedback to practice areas is by the link lecturer and is used to inform the annual audit. External examiners are supportive of assessment strategies and systems, and comment positively on the detailed feedback which is provided for students. External examiners scrutinise both theoretical and practical assessments, and the midwifery external examiner has met with students on one occasion. Programme approvals meet both academic and professional requirements. NMC circulars are presented to the Professional, Statutory and Regulatory Body Group which is attended by practice partners. A flow chart is used to monitor modification of programmes.