

**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 Worcester In partnership with: West Midlands SHA and NHS West Midlands SHA Worcester PCT Worcester Mental Health Partnership NHS Trust Worcester Acute Hospitals NHS Trust Hereford PCT Hereford Acute Hospital NHS Trust St Michaels Hospice St Richards Hospice Droitwich Spa private hospital Southbank Spire Hospital private Hereford Nuffield Cheltenham Nuffield. Plus a range of smaller private sector health care providers</p>
<p>NMC Provider Code:</p>	<p>1001</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 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 </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</p> <p>Midwives part of the register <input checked="" 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</p> <p><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 type="checkbox"/> Practice teacher <input type="checkbox"/> Supervisor of midwives</p>
<p>Managing Reviewer / Reviewer(s):</p>	<p>Managing Reviewer: Janet James Reviewers: Ann McKay - Midwifery Lindsay Pedder - Mentor and Teacher</p>
<p>Academic Year: Date of Monitoring Event:</p>	<p>2010/11 8/9 December 2010</p>
<p>Date of Report:</p>	<p>15 December 2010</p>

SUMMARY OF FINDINGS

The University of Worcestershire Institute of Health and Society offers good quality programmes in pre registration midwifery and in preparation for mentorship, and teaching. The practice teacher programme though approved has not run this academic year and therefore was not monitored. Commissions for the programme are low as practice staff particularly those in Practice Educator /Practice Facilitator (PE/PF) roles tend to opt for teacher rather than practice teacher programmes.

The majority of registrant teachers either hold or are working towards a recordable teaching qualification and have experience commensurate with their role. The University policy is for all lecturers to achieve a teaching qualification within two years of appointment and to record their qualification with the NMC.

There is sufficient staff to deliver the programmes in the academic and practice settings. Service providers have accurate and up to date registers of mentors. All mentors are well prepared for their roles. Their annual updating pays particular attention to the consistency of assessment judgements and the support of struggling and failing students. Arrangements for

triennial review are in place. **There is a commendable approach in Hereford where the process involves a group update and review of sign off mentorship experience.** Student mentors and teachers are required to secure an appropriately qualified and experienced supervisor/mentor prior to commencement of the programmes. Appropriate levels of supervision are provided at all times.

Recruitment to the programmes is good. **There is a commendable range of initiatives to strengthen the selection processes and thereby improve the retention of students.** Entry criteria for all programmes are explicit and criteria for ensuring good health and conduct are met. Robust systems and processes are in place to address poor performance in academic work and clinical practice with evidence of effective disciplinary investigations and Fitness to Practice Committees hearings.

There is effective partnership working and all programmes are developed and delivered collaboratively with local service providers. Educational audits for practice placements are up to date; the audit tool used is the “Multi-Professional Practice Environment Profile” for NHS West Midlands strategic Health Authority.

The recently appointed Practice Development Team (PDT) has identified with service partners several key themes for further development. These focus on enhancing the governance of practice learning and ultimately the quality of the student experience. This work is assisted by valuable input from 6 Practice Educators/Practice Facilitators (PE/PFs), within the local trusts and two recently appointed part time midwifery PE/PFs.

Practitioners are actively engaged in curriculum development and delivery and service user/carer engagement is evident. Academic staff visit students in placements and this is valued by service partners and students.

Effective teaching and learning strategies are in place to enable students to meet the required NMC outcomes. Student evaluations demonstrate satisfaction with the high level of support provided by staff in both academic and clinical environments. Student midwives, mentors and teachers all value formative assessment and simulated learning.

There are internal QA processes which improve and enhance programme delivery. External examiners engage with all aspects of the programmes. Students and practitioners participate in programme management meetings and confirm that academic staff carefully consider evaluative comments and make changes to the programme accordingly. Students also complete placement evaluations and a new process has been introduced to ensure timely and direct feedback to placements areas. Programme approvals are conducted well and an analysis is made of all conditions set at approval events during the academic year to promote learning across the different programmes.