

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

<p><b>Programme Provider Name:</b> <i>(Education provider and associated practice placement providers)</i></p>	<p><b>University of Brighton</b> <b>In partnership with:</b> NHS South of England Brighton and Sussex University Hospitals NHS Trust East Sussex Healthcare NHS Trust Western Sussex Hospitals NHS Trust Queen Victoria Hospital NHS Foundation Trust Sussex Partnership NHS Foundation Trust Sussex Community NHS Trust NHS West Sussex Brighton and Hove City Teaching PCT NHS Surrey Medway PCT Independent sector Private hospitals Nuffield/ BUPA/Goring Hall/ BMI Esperance/ Horder Centre/ Sussex Beacon/ Priory Hospices- Brighton/Worthing/Eastbourne /Hastings /Tunbridge Wells</p>
<p><b>NMC Provider Code:</b></p>	<p>8804</p>

<p><b>Programmes Monitored and clinical focus:</b></p>	<p> <input type="checkbox"/> Pre registration nursing    <input type="checkbox"/> Adult    <input type="checkbox"/> Child  <input checked="" 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 &amp; assessment in practice  <input type="checkbox"/> Mentor    <input type="checkbox"/> Practice teacher    <input 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><b>Part of Register Programme/s Lead to:</b></p>	<p>           Nurses part of the register  <input type="checkbox"/> RNA    <input checked="" type="checkbox"/> RNMH    <input type="checkbox"/> RNLD    <input type="checkbox"/> RNC            Midwives part of the register  <input checked="" type="checkbox"/> RM            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 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 type="checkbox"/> Mentor   <input type="checkbox"/> Practice teacher  <input type="checkbox"/> Supervisor of midwives         </p>
<p><b>Managing Reviewer / Reviewer(s):</b></p>	<p> <b>Managing Reviewer:</b> Dr Brenda Poulton  <b>Reviewers:</b> Mrs Rosaleen Malone Midwifery            Dr Hugh O'Donnell Mental Health         </p>

<b>Academic Year:</b>	2011/12
<b>Date of Monitoring Event:</b>	31 January and 1 February 2012
<b>Date of Report:</b>	6 February 2012

### SUMMARY OF FINDINGS

The School of Nursing and Midwifery, at the University of Brighton, is one of three Schools in the Faculty of Health and Social Sciences and is located on sites at Brighton, Eastbourne and the newly built Hastings campus.

The majority of registrant teachers hold, or are working towards an NMC recorded teaching qualification. Course leaders have registration and experience commensurate with their role and hold NMC recorded teacher status. Academic staff are organised into ten academic subject groups and there is a robust workload model to ensure equitable distribution of teaching and administrative tasks. The School hosts an electronic mentor database which is updated regularly and accessible to designated practice partners. There are mixed methods of delivery for mentor updates and mentor updating is usually part of mandatory training.

Selection and admissions processes meet NMC standards with all successful applicants having enhanced CRB checks and occupational health screening prior to commencement. There is a clear Fitness to Practise Procedure which has been invoked in the last academic year. There is a University APL policy with guidance for potential Nursing students posted on the School website. The APL process meets NMC Standards. There have been five applications for adaptations in the past two years which have been accommodated through the Return to Practice programme, with extra hours completed according to NMC stipulations.

There is good partnership working between the School; its commissioners; service providers; and, the three other Universities in the region. A Heads of Midwifery network is attended by LMEs from all four universities. NHS South of England part fund Practice Education Facilitators (PEF) who are employed by Trusts. The Practice Learning Environment Group (PLEG) includes academic staff, placement administrators and PEFs. The group meets four times per year and is the main forum for the coordination of all placement information and activity within the School. NHS South of England asked the School to introduce an audit tool which was devised by and shared with the University of Surrey. The tool was revised; adapted for electronic submission; and, introduced in 2011. Ward managers are prepared and assisted by Practice Liaison Lecturers (PLL) to complete the audit on line (annually) and this partnership approach needs to be maintained. The PLL's and the Education Liaison Links (ELL's) have access to the audits so that they are able to monitor and support the achievement of the action plans. They are also able to share examples of good practice. Practice Learning Teams (PLT) contribute to the monitoring of any action plans and outcomes are reported through the PLEG. The learning environment section of the School website has a link to the designated mentor webpage with mentor updates and resources for mentors. Mentor updates include simulation exercises for dealing with failing students. The School provides Super Mentor update programmes for PLLs and practice partners who are delivering mentor updates. There is an active User and Carer Strategy Group. The group includes academic staff and service users and carers from mental health and midwifery and meets on alternate sites bimonthly. **The School is commended for the robust maintenance of the User and Carer Strategy and the integration of Service Users and Carers into the planning and delivery of Nursing and Midwifery programmes.** The School is currently replacing link lecturers with Practice Liaison Lecturers (PLL). These are employed by the university; cover a geographical patch; and, are contracted to spend 200 hours per year in

their allocated practice learning environments. **The School is commended for the quality of the feedback they provide to mentors following the assessment of practice completed within practice learning environments.**

Students evaluate practice learning environments online and the system alerts the appropriate academic and practice partner of all evaluations, specifically highlighting any negative evaluation to course leader, PEF and PLL. Follow up is normally undertaken by PEF or PLL and actions noted on the evaluation. Each student cohort has a representative on the Course Board which acts as a consultative group. There is also a Student support group with staff and student representation. External examiners engage with both theory and practice. There is a School and Faculty standards quality review process that screens all approval documents before they are submitted for joint approval with NMC. Internal QA processes conform to NMC requirements.