

**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 Hertfordshire In partnership with: NHS London NHS East of England NHS South Central - Learning Disability only including: Barnet Hospital Edgeware Community Hospital Lister Hospital Watford General Hospital Milton Park Hospital Oxfordshire Learning Disability NHS Trust East & North Herts NHS Trust Hertfordshire Community Trust West Herts Hospital Trust Barnet Primary Care Trust Enfield Primary Care Trust Haringey Primary Care Trust</p>
<p>NMC Provider Code:</p>	<p>8834</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 checked="" 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 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 </p>

	<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
Part of Register Programme/s Lead to:	Nurses part of the register <input type="checkbox"/> RNA <input type="checkbox"/> RNMH <input checked="" 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
Managing Reviewer / Reviewer(s):	Managing Reviewer: Shirley Cutts Reviewers: Anthony Dennison - Learning Disability Ann Cysewski - Midwifery
Academic Year:	2011/12
Date of Monitoring Event:	01 & 02 December 2011
Date of Report:	09 December 2011

SUMMARY OF FINDINGS

The School has sufficient academic staff to support the programmes monitored. The majority have a recordable teaching qualification, only newly appointed staff do not. Partnership working ensures that there are enough updated mentors in each practice area, with all mentors encouraged to attend updates held in the University. Local updates are delivered when necessary.

Admissions processes require that shortlisted candidates attend for interview. The interview process includes literacy and numeracy testing and face to face interviews. Practice partners and service users are involved in interviews. The admissions process is reviewed by the Practice Partnership Forum and field specific focus groups. Fitness to Practice procedures

are well established, including a CRB panel, Fitness to Practice Referral Panel and Fitness to Practice Panel. Practice partners are members of all panels. The School has an AP(E)L Co-ordinator who administers the University's AP(E)L process while ensuring that NMC requirements are met. All interested applicants are seen individually by the AP(E)L co-ordinator.

Partnership working is strong both operationally and strategically. A number of partnership working groups meet regularly throughout the year to ensure that students receive a high standard of practice learning. Partnership working with other universities is demonstrated through the use of the audit document. Audits are completed by Practice Education Facilitators (PEF), Ward Manager and Link Lecturer (LL). Results of CQC reports are recorded in the audit document and are discussed at strategic and operational meetings. A strategy for removing and reinstating placement areas following adverse audit or CQC reports is in place. The Learning Disability team have worked hard to develop new partnerships following the award of a new contract from South Central SHA.

A Preparation for Mentorship module is delivered three times per year. Mentors are encouraged to maintain a record of their mentoring activity and the Mentor Portfolio of Evidence provides a format where evidence of their experience and proficiency in each of the 8 domains can be recorded. This is then used as evidence for triennial review. Mentor registers are maintained by the PEFs in the Trusts and the university for the independent and private sector. The registers include a record of sign off status and date for triennial review. Mentor updates are well attended and evaluated positively.

Practice partners are clearly visible in their involvement in programme delivery and development. They attend Programme Committees regularly and are involved in teaching specialist subjects. The involvement of service users, especially in programme delivery, is less transparent although correspondence makes it clear that they are involved. The Learning Disability Team has proposed an Honorary Lectureship for one of their service users. It is recommended that a more coherent approach is taken to service user involvement across the different fields of practice.

LLs are highly visible in practice, their primary role being to support the students, but they will also provide support for the mentors when required. The Placement and Mentorship Policy includes guidance on assessing students in practice advocating discussion with other assessors and PEF's if there are concerns. Three Lecturer Practitioners have been appointed and three new study centres opened to support students commissioned through the new contract and who are geographically remote from the College Lane Campus.

Learning and teaching strategies ensure that students achieve the required academic and professional competencies. Stakeholders and practice partners are positive regarding the skills and competence of students completing both programmes, seeing them as highly employable. NHS South Central SHA views the university as a centre of excellence for learning disability nursing.

Programme committees for both programmes are well attended by students and practice partners and programme developments and theoretical evaluations are discussed. Evaluations of midwifery practice are also discussed at Local Service and Education Committees, but evidence of action plans being developed, and of formal lines of feedback to practice placement areas is not clear. Students evaluate practice online using a generic form. The wording of two questions is not relevant to midwifery students, leading to anomalies in the results which have not been formally acknowledged. This needs to be addressed.

External examiners are complimentary regarding assessment strategies and processes. They report on visits to practice areas and meetings with mentors and students. The systems to

support programme developments and amendments meet university and NMC requirements.