

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

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>Liverpool John Moores University In partnership with: NHS North West 5 Boroughs Partnership NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Liverpool NHS Trust St Helens and Knowsley Hospitals NHS Trust Knowsley PCT Liverpool PCT Liverpool Women's NHS Foundation Trust Mersey Care NHS Trust Royal Liverpool Children's NHS Trust Halton and St Helens PCT Southport and Ormskirk Hospital NHS Trust Sefton PCT North Cheshire Hospitals NHS Trust</p>
<p>NMC Provider Code:</p>	<p>1945</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 type="checkbox"/> Pre registration midwifery <input checked="" type="checkbox"/> Specialist community public health nursing <input checked="" type="checkbox"/> HV <input checked="" 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 <input type="checkbox"/> Overseas nurses programme <input type="checkbox"/> Overseas midwives programme </p>

	<input checked="" type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300
Part of Register Programme/s Lead to:	<p>Nurses part of the register</p> <input type="checkbox"/> RNA <input type="checkbox"/> RNMH <input type="checkbox"/> RNLD <input type="checkbox"/> RNC <p>Midwives part of the register</p> <input type="checkbox"/> RM <p>Specialist community public health nurses part of the register</p> <input checked="" type="checkbox"/> RHV <input checked="" type="checkbox"/> RSN <input type="checkbox"/> ROH <input type="checkbox"/> RFHN <input type="checkbox"/> RSCP <p>Recorded qualifications</p> <input checked="" type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 <input type="checkbox"/> Teacher <p>Specialist practitioner</p> <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>Non recordable <input type="checkbox"/> Mentor <input type="checkbox"/> Practice teacher</p> <input type="checkbox"/> Supervisor of midwives
Managing Reviewer / Reviewer(s):	<p>Managing Reviewer: Peter McAndrew</p> <p>Reviewers: Dr Diane Cockayne - Community Practitioner Nurse Prescribing (V100)</p> <p>Dr Patricia Colliety - SCPHN - Health Visiting / School Nursing</p>
Academic Year:	2011/12
Date of Monitoring Event:	16 & 17 November 2011
Date of Report:	23 November 2011

SUMMARY OF FINDINGS

The Public Health, Primary Care and Midwifery Team of the Directorate of Academic Delivery within the Faculty of Health and Applied Social Sciences deliver the Specialist Community Public Health Nurses programme for Health Visiting and School Nursing and integral to both is the Community Practitioner Nurse Prescribing (V100) programme. The Faculty also provides professional qualifications in Social Work, as well as studies in Health and Social Care that specifically focus on the Individual, Families and Communities. Programme and Route Leaders and lecturers with a nursing qualification who substantially contribute to the programme all have recordable teaching qualifications. Registrant status is checked and monitored through a database within the Faculty.

The commitment and enthusiasm from the academic team to deliver the programmes is commended. The expertise to deliver Community Specialist Public Health Nursing programmes within the Faculty is impressively high and is recognised by commissioners and service managers. This is further enhanced by the academic team's willingness to engage in professional development opportunities in order to enrich the programme.

The Directorate is confident that there is sufficient academic staff to deliver the programme and this is evidenced through the implementation of a workload application model which provides a comprehensive record of the agreed workloads for all academic staff. The Faculty has confidence that clinical governance processes with associated placement providers are robust and that if any issues due to care standards reports, evaluations or complaints arise, an appropriate response would be made to protect the quality of student placements and their learning process. Practice teachers currently maintain the 1:1 ratio with students although with future increases in Health Visitor commissions this will become challenged. Practice teachers show high levels of commitment to the programme and enthusiasm for their role and a willingness to engage in training to develop their practice to meet the future demands of the service. Service based Practice Education Facilitators manage the programme of updates for practice teachers and mentors and attendance at the events is compulsory. A comprehensive approach to triennial review has been fully implemented with all practice teachers maintaining a portfolio of their experience.

Admission processes are very robust with all appropriate checks being rigorously undertaken. Procedures to identify and address poor performance in both theory and practice are fully implemented and follow a set procedure that is well understood by practice teachers, students and educational leads. Examples are available where the procedures have been used effectively. The level of support within the Faculty for students who have difficulties progressing is high and students are given every opportunity to succeed. Academic staff and practice teachers are well aware of their professional responsibilities to fail students when it is required and there is evidence that this has occurred. Fitness to Practise procedures are robust and fully embrace the NMC requirements. These procedures are mirrored by the Admissions CRB Panel which investigates issues that have arisen from CRB and Good Health checks on admission to programmes. Academic Misconduct procedures converge with the Fitness to Practise procedures and ensure that all issues that relate to poor conduct are managed appropriately. All these procedures are very well administrated and recorded.

Strong and collaborative partnerships exist with service providers and other education providers. Communication between the programme and route leaders, practice partners and students is excellent, timely and highly responsive. The Placement Learning Support System (PLSS) is excellent and provides an electronic database to support practice learning which has been jointly developed with three other AEI's and service providers and is supported by NHS North West. All mentor, practice teacher and educational audit information is held on

the system, with information being current and accessible to all partners. Clinical governance issues are responded to within the practice placement management process and there is evidence of placements being withdrawn when this is indicated. The Faculty may wish to consider strengthening the educational audit process in relation to placements for the nurse prescribing programme to ensure the appropriate learning opportunities are available for the students to enable them to demonstrate the competencies in relation to nurse prescribing. Mentor and practice teachers registers are comprehensive and up to date. Service users and carers are involved in aspects of programme delivery and there are plans being developed for engagement within the selection and assessment process. Students and practice teachers report that they are well supported in practice settings by academic staff. Practice teachers' assessment of competence is reliable and consistent and is facilitated through the tripartite assessment process, practice teachers moderation meetings and external examiners visiting practice settings to meet with practice teachers and students.

Students achieve the required proficiencies for entry to the SCPHN part of the NMC register and achieve the outcomes identified for the NMC approved programme leading to the prescribing qualification. The School Nurses professional identity is protected within the programme delivery and support process and the programme team are impressively able to make all aspects of public health relevant across the 0 to 19 age range. There is strong evidence that the SCPHN programme is contemporary and dynamic and this is supported by commissioners and service managers who have full confidence in the programme provision.

The programme team are commended on their outstanding work to prepare practice areas and practice teachers for the integration of a contemporary knowledge and skill base through initiatives that include the enrichment programme, master classes and many other training initiatives which fully address the Department of Health's vision for the future community nursing service provision. The programme team for the Community Nurse Prescribing Programme have extensive experience in nurse prescribing and inspire confidence in students who commend the quality of the programme.

All modules and programmes are subject to programme evaluation for each cohort and are evaluated annually. Annual Monitoring Reports are comprehensive and provide action plans for issues that need to be taken forward for resolution. Students report that changes are made as a result of their feedback. External examiners are highly complementary of the quality of the programme and the outstanding contribution of the lecturers to developing the practice learning environment. External examiners monitor both the theory and practice elements of the programmes. Programme approvals are conducted well and ensure that NMC standards are met and evidences that procedures for internal scrutiny are rigorous. Processes in relation to making changes or modifications to approved programmes fully embrace NMC requirements.