

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

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>Northumbria University In partnership with: North East Strategic Health Authority City Hospitals Sunderland NHS Foundation Trust Gateshead Health NHS Foundation Trust Newcastle upon Tyne Hospitals NHS Foundation Trust Newcastle upon Tyne Hospitals NHS Foundation Trust Community Health Northumberland, Tyne and Wear NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust Community Services Business Unit South Tyneside NHS Foundation Trust South Tyneside NHS Foundation Trust - Community Health Services Mental Health Concern Spire Hospital, Washington, Nuffield Hospital, Newcastle Cobalt Treatment Centre, North Tyneside Southern Cross Care Homes Four Seasons Care Homes</p>
<p>NMC Provider Code:</p>	<p>1362</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 type="checkbox"/> Specialist community public health nursing <input 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 checked="" type="checkbox"/> District nursing <input type="checkbox"/> Overseas nurses programme <input type="checkbox"/> Overseas midwives programme <input checked="" type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 </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 Midwives part of the register <input type="checkbox"/> RM Specialist community public health nurses part of the register <input type="checkbox"/> RHV <input checked="" type="checkbox"/> RSN <input type="checkbox"/> ROH <input type="checkbox"/> RFHN <input type="checkbox"/> RSCP Recorded qualifications <input checked="" 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 checked="" type="checkbox"/> SPDN Non recordable <input type="checkbox"/> Mentor <input type="checkbox"/> Practice teacher </p>

	<input type="checkbox"/> Supervisor of midwives
Managing Reviewer / Reviewer(s):	Managing Reviewer: Peter McAndrew Reviewers: Alison Hogg - SPQ - DN - V100 Maxine Jameson - SCPHN - SN
Academic Year:	2011/12
Date of Monitoring Event:	01 & 02 November 2011
Date of Report:	09 November 2011

SUMMARY OF FINDINGS

The School of Health, Community and Education Studies is the largest of the University's eight Schools. The School provides professional preparation for pre-registration programmes in nursing, midwifery, physiotherapy, occupational therapy, social work and initial teacher training. The School delivers the Specialist Community Public Health Nurses programme for School Nursing and the Specialist Practitioner Qualification in District Nursing integral to both is the Community Practitioner Nurse Prescribing (V100) programme.

Academic staff are commended for their enthusiasm and commitment. They appear to be a highly cohesive team who are focussed on the high quality delivery of the programme and demonstrate impressive responsiveness to students and service partners.

The Specialist Community Public Health in School Nursing programme would be enhanced if a registered nurse teacher with a School Nursing qualification was available to support students in the learning processes associated with the route. To compliment the current input from practice teachers who are School Nurses and from nurse lecturers in other SCPHN routes and children's nursing. The School has sound governance procedures that ensure that all nurse teachers maintain registration with the NMC. There are sufficiently appropriately qualified practice teachers available to support the numbers of students and all stakeholders are committed to maintaining the 1:1 ratios of practice teachers to students. Clinical Governance issues are communicated between the School and associated service providers and procedures appear robust at both strategic and operational levels. Comprehensive responses have been made to issues identified as a result of the recent Care Quality Commissions 'Essential Standards of Quality and Safety' visits and have been appropriately implemented. Service partners demonstrate an impressively high level of support to the educational programmes and are especially committed to ensuring that practice teachers attend the 3 update opportunities that are provided by the School each year.

Admission processes are robust with all appropriate checks being rigorously undertaken. The level of inclusion and joint working in the selection process with service partners is especially impressive. 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 and students. The procedures that are fully implemented for the Professional Suitability to Practice process embrace the NMC Fitness to Practice requirements. These procedures are mirrored by a CRB Panel which investigates issues that have arisen from CRB and health checks on admission to the programmes. Academic Misconduct procedures impressively

converge with the Professional Suitability to Practice processes. These procedures are well managed and rigorous. There is clear evidence that the programme team are using APL processes and that mapping to NMC requirements is effectively undertaken. The School may wish to consider how a more flexible approach to accreditation, especially in relation to the Community Nurse Prescribing (V150) programme, may be formulated for implementation.

There is considerable evidence of strong and effective partnerships between education and service providers at both strategic and operational levels. The School and associated service providers have fully embraced the concept of 'building a learning community of practice' and this has engendered a high level commitment to the provision of practice learning from all stakeholders. Educational audits are appropriately undertaken and have a high degree of external scrutiny to ensure that all requirements are met and that development action plans are realised.

The School is commended for the speed of responsiveness to include in the educational audit process a desk top review of any issues that have arisen from Care Quality Commission 'Essential Standards of Quality and Safety' visits.

The Practice Placement Facilitators make a pivotal contribution to the maintenance of high quality practice learning experiences. Mentor and practice teachers registers are comprehensive and up to date. Triennial review is fully implemented and the quality of the live register could be further enhanced if the date for the triennial review was inserted on the record. Practitioners are involved in programme development and delivery and there is evidence of how they have contributed to changes to the programme. Service users and carers are involved in aspects of the programme management and delivery and there are plans being implemented for their engagement within the selection process, the provision of patient narratives as learning resources and the formal participation in student assessment. The School is currently undertaking a highly innovative pilot study into service users and carers providing much more structured and statistically reliable feedback on their experience of receiving care from students. 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 practice teachers and students.

Students achieve the required proficiencies for entry to the SCPHN part of the NMC register, the Specialist Practitioner Qualification in the District Nursing part of the NMC register and achieve the outcomes identified for the NMC approved programme leading to the V100 qualification. Graduate students evaluate the programmes highly and feel that they prepare them for specialist practice. All stakeholders state that graduates from the programmes are fit for practice and purpose. Lead prescribers are very confident of the quality of the prescribing programme.

South of Tyne and Wear Community Service are commended for the quality of the Continuing Professional Development programme which keeps nurse prescribers up to date with all the current requirements.

All modules and programmes are subject to extensive programme evaluation for each cohort and evaluated by the programme team annually. Service managers, practitioners and students see the process as responsive and a number of examples are available of changes that have been made in the light of evaluation. Evaluation loops especially in terms of feedback to practice partners are excellent. Procedures and practices in respect of the external examiners monitoring the assessment of theory and practice are fully implemented. 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.