

**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 Salford In partnership with: NHS North West NHS Primary Care Trusts: Bolton PCT Bury PCT Heywood and Middleton PCT Oldham PCT Rochdale PCT Salford PCT NHS Acute Services Hospital Trusts Bolton Royal Hospitals NHS Trust Pennine Acute Hospitals NHS Trust (Bury, Rochdale, Oldham & North Manchester) Salford Royal Hospitals NHS Trust. Central Manchester & Manchester Children's University Hospitals NHS Trust Bolton, Salford and Trafford (Mental Health Services) Pennine Care (Mental Health Services)</p>
<p>NMC Provider Code:</p>	<p>1504</p>
<p>Programmes Monitored and clinical focus:</p>	<p> <input checked="" type="checkbox"/> Pre registration nursing <input type="checkbox"/> Adult <input type="checkbox"/> Child <input checked="" type="checkbox"/> Mental health <input checked="" type="checkbox"/> Learning disabilities <input 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 <input type="checkbox"/> Overseas nurses programme <input type="checkbox"/> Overseas midwives programme <input type="checkbox"/> V100 <input type="checkbox"/> V150 <input checked="" 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 checked="" type="checkbox"/> RNMH <input checked="" 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 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 checked="" 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>Managing Reviewer / Reviewer(s):</p>	<p>Managing Reviewer: Peter Mc Andrew Reviewers: Gillian Davies (Mental Health) Tony Bottiglieri (Learning Disabilities) Pauline Merrix (V300)</p>
<p>Academic Year: Date of Monitoring Event:</p>	<p>2011/12 24-25 January 2012</p>
<p>Date of Report:</p>	<p>01 February 2012</p>

SUMMARY OF FINDINGS

The School of Nursing, Midwifery & Social Work of the College of Health and Social Care at the University of Salford delivers the pre-registration nursing programme, the joint pre-registration learning disabilities nursing and social work programme and the Independent/Supplementary Nursing Prescribing (V300) programme. The School is based in newly provided high tech facilities in the Mary Seacole Building of the Allerton Campus which is near to the main university campus. The School currently has a contract with NHS North West for 1800 pre and post registration students. From September 2011 the newly approved nursing degree programme commenced which met the requirements of the revised NMC Standards 2010. The Non-Medical Prescribing Programme has been offered by the university since approval in June 2007.

The academic teaching teams that deliver these programmes are impressively committed, enthusiastic, and passionate about their specialist areas and continually seek to develop the contemporary nature and quality of the programmes. The School has a fully implemented workload balance model which provides sound evidence that there are sufficient academic staff to maintain the quality of the educational programmes and that academic staff have fair and equitable workloads. Mentors, DMP's (Designated Medical Practitioners), Service

Managers and PEF's (Practice Education Facilitators) are all impressively committed and enthusiastic about the important roles that they have in maintaining the quality and integrity of the education programmes. The benefits provided to students through the designation of associate mentors is supported but the School and associated service providers may wish to consider carefully monitoring that they do not undertake roles that are the sole responsibility of the designated mentor.

The admission process is rigorously undertaken and is well supported by a highly effective academic and administrative team. The School is commended for the high quality of the selection procedures which include the use of well-designed and validated structured elements to evidence the student's suitability for admission to the programme.

Comprehensive processes are available to support students who do not progress satisfactorily in theory and practice. The School has a strong commitment to success and consequently provides considerable support for students who are not progressing. They also have a strong sense of professional safety and understand the need to fail students if they are unable to demonstrate that they are acquiring the appropriate knowledge or competence to practice safely.

Policies and procedures for the accreditation of prior learning and achievement are fully implemented. The mapping process designed for APL accreditation is appropriately undertaken and evidences that the systems are robust and rigorous.

The School is commended for the excellent practices undertaken by APL Coordinators who monitor students who have achieved accreditation to check that their progression is consistent against the standard cohort of students.

The School is commended on the strength of partnerships that are maintained with associated education and service providers at both operational and strategic levels. There is a plethora of evidence of effective joint working initiatives. The School is seen by employers and commissioners as being highly responsive to the needs of the associated services.

PEF's undertake a pivotal role and contribute significantly to maintaining the high quality of the practice experience. The School and associated service providers may wish to consider if additional support should be considered for the PEF's to assist them to maintain the accuracy of the mentor registers.

Clinical governance issues are effectively responded to through a highly effective placement management process and there is evidence of placements being withdrawn or extra support being provided when this is indicated. Mentors and DMP's are well prepared for their roles and fully understand their professional responsibilities to fail students when this is indicated and additional support has not been successful.

The School is commended for the development of Service User and Carer engagement and which has become a strong feature of the provision. The School has an active and engaged Service User and Carer Group who has produced a new strategy document for further developments from 2011 to 2015. Service User and Carers state that they feel welcomed and valued and they see their contribution as an inclusive part of the education provision. They currently contribute towards many aspects of the education provision including student conferences, providing questions for the admission process, teaching sessions, providing a buddy system, feeding back on student projects, undertaking the patient role in OSCE's and they feel supported in all that they do.

Service User and Carer engagement should continue to be developed to include participation

in the selection process and to make a more formal contribution to the assessment of practice.

Students achieve the NMC learning outcomes and competencies for entry to the nursing part of the register. Commissioners and key stakeholders state that students emerging from the pre-registration nursing programmes are fit for practice and purpose. Commissioners state that the investment the School is making in improving student experience and support and the development of inter-professional learning are commendable features of the provision. Students emerging from the pre-registration mental health nursing programme are seen as highly employable. Employers state that they present as knowledgeable, skilled and well-grounded practitioners. The joint pre-registration Learning Disabilities Nursing and Social Work programme is a challenging programme and is sensitively steered to fully meet the NMC requirements. The programme has some unique qualities and students exit with proficiencies that are highly regarded by employers and commissioners who both feel that it instils in students a plethora of skills to meet the contemporary requirements of current service provision. The final summative module of the pre-registration nursing programmes fully meets NMC requirements. The School may wish to consider continuing a process of internal monitoring to ensure that students have an appropriate period to demonstrate the competencies for registered practice. Students achieve the NMC learning outcomes and prescribing competencies for the Independent/Supplementary Nursing Prescribing (V300) recordable qualification. The programme is well structured and students are well supported by academic staff and DMP's. Strong links exist between academic staff, students and key clinical prescribing leads and this is a particularly strong feature of the provision. Although present in the current programme the School may wish to consider making more explicit the link between theory and practice in relation to the paediatric learning outcome as indicated by NMC requirements.

All modules and programmes are subject to programme evaluation for each cohort and evaluated by the programme team. Good responses are reported from student evaluations. There is strong evidence that issues raised in evaluations are followed through to resolution. Effective levels of feedback are provided to clinical staff on student placements. External Examiners report that they have visited students in practice and they state the outcome as being characterised by great positivity and enthusiasm. External Examiners cite as examples of best practice the quality of students work, the consistency of marking and the high quality of feedback to the students. Programme approvals are well conducted, conjoint and the evidence indicates that the internal scrutiny processes is highly effective.