

**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 Southampton In partnership with: Solent Health Care Southern Health NHS Foundation Trust Isle of Wight NHS Primary Care Trust Hampshire Hospitals NHS Foundation Trust</p>
<p>NMC Provider Code:</p>	<p>8933</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 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 checked="" 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 checked="" 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 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 </p>

	<input type="checkbox"/> SPGP <input type="checkbox"/> SCMH <input type="checkbox"/> SCLD <input checked="" type="checkbox"/> SPCC <input checked="" 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: Dr Christina Tucker Reviewers: Irene Mc Taggart (SPCC) Heather Bain (SPDN,V100)
Academic Year:	2011/12
Date of Monitoring Event:	31 January - 01 February 2012
Date of Report:	06 February 2012

SUMMARY OF FINDINGS

The Faculty of Health Sciences at Southampton University has successfully provided the Specialist Practice Qualifications (SPQ) District Nursing with integrated V100 Community Practitioner Nurse Prescribing and the Community Children's Nursing programmes since 2007. Resources for the two programmes are in place and operate within a lively highly committed enthusiastic team of well qualified teachers recordable registrants. Academics are well managed by supportive senior managers who foster and provide very effective leadership. The creation of the School of Health Sciences brought together the professions of Nursing, Midwifery, Physiotherapy, Occupational Health and Podiatry in 2008.

Since the merger in 2008 considerable investment in time and effort by senior managers using practical environmental strategies have successfully helped the large teaching teams to effectively work together, and come to appreciate each other strengths and value differences. The school environment/ethos is very positive and the university has embraced the 'wellbeing at work' scheme and has succeeded in creating light bright working spaces which facilitates closer working relationships, with all the disciplines. The Faculty has also worked hard since the merger to harmonise policy and procedures concerning teaching and assessment regulations and quality assurance systems.

Teacher workload is managed conscientiously with academics undertaking leadership roles and responsibilities whilst maintaining their own speciality in teaching, practice and research. New appointments are supported by both a research and academic mentor. The probation period is three years. Professional Personal Development Review (PPDR) is an annual event and peer assessment of teaching is actively encouraged. Staff development activity has supported the harmonisation approach with staff expected to attend designated staff development weeks planned during the academic calendar.

The university is commended for continuing the effective management of the major changes brought about by the merger.

Admission Procedures are robust and are completed in collaboration with service providers. Criminal disclosure is assured by the service manager in the first instance and completed by the student by self disclosure at the end of the programme. Progression is closely monitored by the programme team and the practice teachers. Fitness for practice is ensured through the assessment processes and students and practice teachers are aware of the policies for referral. APL/APEL procedures are in place and students on both programmes have completed the process.

The role of practice learning is crucial to provide a coherent programme. A rigorous governance structure supports the two programmes with strong collaborative partnerships evident at strategic and operational levels between the university, commissioners and service providers. The practice teachers report being well supported and prepared within their role and key to the student's successful learning. The new Quality Assurance (QA) multi professional cluster audit tool for professional health care practice is a comprehensive system that embraces the wider issues of monitoring including cognisance of Care Quality Commission (CQC) reports and issues from the practice environments that may impact on the quality of the student experience. The tool is currently used in pre-registration nursing practice. With the plan to progressively introduce it into post qualifying nursing practice. It is anticipated to reduce duplication, raise awareness of the impact of all learners in a specific location and standardise data collection and create reports. Initial results confirm the effectiveness of reducing unnecessary individual audit activity and more efficient use of time both for the university and its partners.

The review team commend the university and partners in developing and implementing this comprehensive approach to quality assurance of practice learning environments.

Students exiting from these programmes are well prepared for their new roles and report that they are very satisfied with the programmes. Teaching and learning strategies are varied and include a range of activities such as role play. Podcasts, extensive blackboard support and professional conversations. Service managers and commissioners are confident in the proficiencies of these practitioners to be SPQ recordable registrants.

Quality assurance mechanisms are rigorously applied and the external examiner appointed is involved in sampling both the practice and theory elements of the programmes.

All Key Risks are effectively controlled at the University of Southampton.