

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

<p><b>Programme Provider Name:</b> <i>(Education provider and associated practice placement providers)</i></p>	<p><b>University Campus Suffolk</b> <b>In partnership with:</b> East of England SHA Ipswich Hospital NHS Trust West Suffolk Hospital NHS Trust James Paget University Hospitals NHS Foundation Trust The Norfolk and Suffolk NHS Foundation Trust East Coast Community Health Care. NHS Suffolk NHS Norfolk Private and voluntary sector provision</p>
<p><b>NMC Provider Code:</b></p>	<p>8836</p>
<p><b>Programmes Monitored and clinical focus:</b></p>	<p> <input checked="" type="checkbox"/> Pre registration nursing    <input checked="" 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 &amp; 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 type="checkbox"/> V 300         </p>
<p><b>Part of Register Programme/s Lead to:</b></p>	<p>           Nurses part of the register  <input checked="" 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         </p>

	<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
<b>Managing Reviewer / Reviewer(s):</b>	<b>Managing Reviewer:</b> Dr Brenda Poulton <b>Reviewers:</b> Dr Diane Cockayne Pre reg Adult Dr Kevin Gormley Pre reg Adult
<b>Academic Year:</b>	2011/12
<b>Date of Monitoring Event:</b>	14, 15 February 2012
<b>Date of Report:</b>	21 February 2012

**SUMMARY OF FINDINGS**

University Campus Suffolk (UCS) is a collaboration between the University of East Anglia (UEA) and the University of Essex designed to deliver higher education for the community of Suffolk. The School of Nursing and Midwifery at UCS is based on three main campuses – Ipswich, Great Yarmouth and Bury St Edmunds.

The majority of registrant lecturers hold or are working towards an NMC recorded teaching qualification. Programme leads are all NMC recorded teachers and have experience and qualifications commensurate with their role. There are sufficient staff dedicated to the delivery of the programme; communication with University course teachers is very good and academics respond promptly to student requests for assistance in resolving theory or practice problems. There are sufficient appropriately qualified mentors to supervise students.

Applicants for pre-registration nursing programmes are subject to literacy and numeracy testing; interviewed jointly with service partners; and, are all subject to occupational health screening and enhanced CRB checks before enrolment. Students self declare good health and good character annually. There is a robust Fitness to Practice process and evidence that it has been invoked in the last year. Students and mentors are aware of the cause for concern procedure. There is an appropriate and valid APL system which has been rarely used for this programme.

There is good partnership working between the UCS, UEA, Trust partners, SHA and the Suffolk County Workforce Group, which commissions nursing and midwifery education. The Practice Preparation project is a partnership approach between the University and each of the acute trusts, developing on line modules, within the VLE, allowing students to access resources, relevant to the Trust, prior to each practice learning experience. **The University and its service partners are commended for the instigation of the Practice Preparation Project which is a positive step in enhancing the student learning experience.**

In March and April 2011 the University was advised by two partner trusts, Ipswich Hospital and James Paget University Hospitals (JPUH) of clinical governance issues identified by recent Care Quality Commission (CQC) reviews. The University worked closely with the two Trusts involved to develop shared governance systems and increase student support. In July 2011, students were withdrawn from practice learning environments at Ipswich Hospital where evaluations suggested it would be beneficial to 'rest' the area from the placement circuit. A follow up review by CQC found the provider to be compliant in respect of the concerns identified previously but confirmed the need for continued support through action planning. In early September and again in October 2011 the CQC returned to the JPUH and reported continued concerns with the standards of care. The practice learning environment, attracting two outcomes of moderate concern, was rested from the placement circuit. The NMC requested information on actions taken resulting in a meeting with the partnership (UCS; UEA; JPUHT; Midlands and East SHA; NHS Norfolk and Waveney). Following this meeting UCS produced and implemented an action plan with the aim of ensuring the eight domains in the Standards to Support Learning and Assessment in Practice are maintained. A joint meeting between JPUH, UCS and UEA completed a desktop review to determine the suitability of placements for students of nursing within JPUH. UCS has developed guidelines for managing concerns in practice learning. The flow chart Securing Education Standards offers guidance on raising concerns in practice by: identifying types of concerns; categorizing them as minor, moderate or major; and, clearly detailing action to be taken at each stage. Additionally, UCS is working separately with both JPUH and Ipswich hospital in the triangulation of evidence in monitoring and developing education standards. This involves cross referencing evidence from clinical standards with education evidence. **The University and its service partners are commended for the triangulation initiative which is a positive step in improving the safety and educational value of practice learning environments.**

Mentor updates are provided by University lecturers, Clinical Practice Facilitators (CPF) and Practice Education Facilitators (PEF). Mentor updates are part of mandatory training in some Trusts and for others monthly updates are provided across three sites. The programme includes understanding of the assessment process and managing failing students. There are specific 'sign off' mentor updates, including triennial review. Mentor registers are accurate, up to date and include dates of last update and compliance with triennial review requirements.

A Service User and Carer (SUC) strategy is in place and the University is developing methods of including SUC in curriculum development, student selection, delivery and evaluation. There is a link lecturer for each practice learning environment. A convener coordinates the link lecturers within each Trust. Link lecturers visit once per month, as a team, or more often if there are issues to address. There are measures in place to monitor and evaluate inter rater reliability and validity of practice assessments.

Students and mentors are satisfied with and confident of the effectiveness of formative and summative assessment methods used to evaluate practice competencies. Essential Skills are embedded into the assessment of practice. Clinical Practice Facilitators provide skills sessions to address any competency gaps or students are able to attend the skills laboratory in the University to practice relevant skills. The University has developed interactive learning materials aiming to develop critical thinking skills, linking theory with practice. EU Directive requirements are achieved through workbooks and face to face teaching by mental health and learning disability lecturers plus representatives from service users and practice. Employers are confident in the capabilities of students at the point of completion of programmes.

A new on line student evaluation process has recently been introduced. The School complies with sound University quality assurance processes. Overall evaluation and review processes

are sufficiently extensive and capture valuable stakeholder views. External examiner reports are very supportive of internal moderation processes; and, demonstrate evidence of contact with students and mentors. Comprehensive and consistent programme approval processes are in place. Additions/amendments to approved curricula and changes required by NMC are incorporated into existing programmes in the appropriate manner.