

**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 the West of England In partnership with: SHA South Avon and Wiltshire Mental Health Partnership NHS Trust NHS Bath and North East Somerset NHS Bristol Gloucestershire Hospitals NHS Foundation Trust 2Gether NHS Foundation Trust for Gloucestershire North Bristol NHS Trust NHS North Somerset Royal National Hospital for Rheumatic Diseases NHS Trust Royal United Hospital Bath NHS Trust Salisbury NHS Foundation Trust NHS South Gloucestershire Great Western Hospitals NHS Foundation Trust Great Western Ambulance NHS Trust NHS Swindon University Hospitals Bristol NHS Foundation Trust NHS Wiltshire Weston Area Healthcare NHS Trust</p>
<p>NMC Provider Code:</p>	<p>8722</p>

<p>Programmes Monitored and clinical focus:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pre registration nursing <input type="checkbox"/> Adult <input type="checkbox"/> Child <input type="checkbox"/> Mental health <input checked="" type="checkbox"/> Learning disabilities <input checked="" 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 type="checkbox"/> V 300
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<p>Part of Register Programme/s Lead to:</p>	<p>Nurses part of the register <input type="checkbox"/> RNA <input type="checkbox"/> RNMH <input checked="" type="checkbox"/> RNLD <input type="checkbox"/> RNC</p> <p>Midwives part of the register <input checked="" type="checkbox"/> RM</p> <p>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</p> <p>Recorded qualifications <input type="checkbox"/> V100 <input type="checkbox"/> V150 <input type="checkbox"/> V 300 <input type="checkbox"/> Teacher</p> <p>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</p> <p>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 McAndrew Reviewers: Ann Cysewski - Pre-registration Midwifery Dianne Phipps - Pre-registration Nursing (Learning Disability Focus)</p>
<p>Academic Year:</p> <p>Date of Monitoring Event:</p>	<p>2011/12</p> <p>13 & 14 December 2011</p>
<p>Date of Report:</p>	<p>21 December 2011</p>

SUMMARY OF FINDINGS

The Department of Nursing and Midwifery within the Faculty of Health and Life Sciences at the University of the West of England effectively delivers pre-registration programmes in nursing and midwifery. The academic teaching teams that deliver these programmes are highly committed and enthusiastic and they continually strive to develop the contemporary nature and quality of the programmes. The Department is developing a robust Workload Model which provides sound evidence that there are sufficient academic staff to maintain the quality of the educational programmes. Mentors are committed to the important role and fully understand the professional responsibilities. Service providers strongly support and manage the mentor resource and consequently there are good student to mentor ratios.

The admission process is rigorously undertaken and is well supported by a highly effective academic and administrative team. For the pre-registration midwifery programme the approaches to the selection process are well constructed and are jointly undertaken with service partners. The Department would benefit from strengthening the interview process for the pre-registration learning disability nursing programme to include service representation and more robust selection approaches. Comprehensive processes are available to support students who do not progress satisfactorily in theory and practice. The Department 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. The Faculty has a Professional Suitability Panel which attends to all Fitness to Practice issues across all the Health and Social Care Professions. These procedures converge with those for academic misconduct which are managed within the Department by an Assessment Offence Advisor. These procedures are well administrated and recorded and fully meet NMC requirements.

The Department is commended on the strength of partnerships that are maintained with the associated service providers. The Department is seen as being highly responsive to the needs of the service.

Clinical governance issues are effectively responded to through the highly effective placement management process and there is evidence of placements being withdrawn or extra support being provided when this is indicated. Midwifery mentor records are accurate and up to date and include triennial review. Generally, in learning disabilities provider services mentor records are accurate and up to date. The mentor record in one service provider was not accurate or up to date and did not show that mentors had undertaken triennial review. Subsequent information provided demonstrated that triennial review had been undertaken with the majority of mentors. The service provider concerned has recently gone through a re-organisation from a NHS provider to a social enterprise provider and is now an independent provider. The university has responsibilities for maintaining an accurate and up to date mentor register for independent providers and must ensure that mentors within this provider are subject to annual update and triennial review and that this is accurately recorded on the register.

An excellent Faculty Strategy exists for Service User and Carer Involvement in all aspects of programme development and delivery which uses a developmental approach. The Faculty has made good progress with the strategy towards achieving meaningful partnerships with service users and carers and they are commended for these achievements.

Students and mentors report that they are well supported by academic staff within the clinical setting. The role of the AiP (Academic in Practice), in particular, was reported to provide

students with excellent support and impressively facilitated the integration of theory and practice. Service managers, mentors and students reported that midwifery lecturers undertaking the role of the PALM (Practice Associate Lecturers in Midwifery) are highly visible in placement learning environments and impressively support student learning.

Students achieve the NMC learning outcomes/competencies for entry to the nursing part of the register. The first module in the pre-registration nursing and midwifery programme 'Communicating in a Diverse World' has outcomes that relate to compassion, communication and dignity with diverse groups of people. The module is well evaluated and supports practice in each field. The module is described as 'transforming' by students. All stakeholders' state that students emerging from the pre-registration nursing programme are considered fit for practice and purpose. Students achieve the NMC learning outcomes/competencies for entry to the midwifery part of the register. Stakeholders, including the Local Midwifery Supervising Authority Officer (LMASO), report that students emerging from the midwifery programme are considered fit for practice and purpose. Excellent practice learning opportunities are available to midwifery students in all areas that facilitate developing expertise in normality and this is further supported by a contemporary curriculum that is embedded in women's focused care.

The Department of Nursing and Midwifery are commended for introducing the Dignity in Practice Project in response to public concerns about the dignity of care for older and vulnerable people. The Project aims to promote dignity and to equip dignity champions for professional practice from staff and students and is being impressively developed.

Students complete on line evaluations for all modules and placements and the programme teams are responsive to issues raised in evaluations. The outcomes of online evaluations are accessible to all involved clinical areas although some clinical staff report difficulties in locating this information. External examiners engage with monitoring both the theory and practice elements of the programmes and visit students and mentors in practice. The External Examiners are very complimentary about the quality of the programmes and especially the quality of the assessment feedback which is provided for students. Programme approvals are well conducted, conjoint and the evidence indicates that the internal scrutiny processes is highly effective.