

**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 of Abertay</b> <b>In partnership with:</b> NHS Tayside – Ninewells Hospital Perth Royal Hospital Community Hospitals NHS Fife -Victoria Hospital Community Hospitals Independent sector</p>
<p><b>NMC Provider Code:</b></p>	<p>2603</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         </p>

	<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 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> Shirley Cutts <b>Reviewers:</b> Jan Quallington
<b>Academic Year:</b>	2011/12
<b>Date of Monitoring Event:</b>	16 & 17 November 2011
<b>Date of Report:</b>	24 November 2011

**SUMMARY OF FINDINGS**

The Division of Nursing and Counselling (the Division) is part of the School of Social and Health Sciences, and delivers pre-registration nursing programmes for adult and mental health fields. A team of nine nurse lecturers support students in both fields. All have appropriate registration and either have or are working towards a recordable teaching qualification. Staff are also involved in a number of external health based activities which contribute to programme developments and teaching. Staff in the Division have worked with the University of Dundee in the development of the Mentor Preparation Programme, which is delivered by both Universities. Mentor updates are delivered in the Health Boards by the Practice Education Facilitators (PEFs) who also monitor mentor numbers.

Robust admissions procedures are in place, with candidates being required to attend for a group interview, or where this is not possible, an individual interview. Interviews are conducted by members of academic and clinical staff, who are required to undertake training. Protection of Vulnerable Adults (PVG) screening take place which is monitored by the Quality Lead for Nursing. Students are informed about Fitness to Practice Procedures and the newly introduced Cause for Concern Policy. The School's Director of Academic Programmes chairs the committee which includes relevant academic and clinical representatives. The University has clearly explained APEL procedures which have not been used by the Division. There is an accelerated route to the programme which is through a Higher National Certificate (HNC) programme delivered by Angus College. Members of academic staff have some involvement in the delivery of this programme.

Partnership working with the University of Dundee, NHS Tayside and NHS Fife is clearly evident through the work of the Education Partnership Committee and the Placement Partnership Group (PLEG). Attendance at these meetings is enhanced by the use of video

conferencing. The Education Partnership Committee receives results of HEI Inspection Reports and SCSWIS reports. Actions are agreed and delegated to PLEG for implementation. PLEG is also responsible for monitoring the audit process, ensuring that action plans are completed and that there are sufficient updated mentors in each area. Mentor updates are delivered in the Trusts by PEFs and mentor registers are updated by them. The mentor register for the Independent Sector is held by the University of Dundee. All registers contain mentor qualification, date of update, sign off status and triennial review. All are up to date.

Practitioners are involved in the delivery and development of the programme, and in the year one OSCE's. The involvement of service users is progressing with a variety of media being used. There is some face to face teaching, and the development of digital story books with service users is ongoing, a wide range of electronic sites for service users is being included in teaching.

Teaching staff are highly visible and easily contactable when students are in practice placements. Records of visits are kept and monitored by a named member of teaching staff. They support mentors in the assessment of practice and have a robust moderation system for the grading of practice. Mentors are encouraged to use their peers to support grading, and these issues are discussed at mentor updates.

Stakeholders and partners are positive regarding the knowledge and skills of students completing the programme, seeing them as highly employable, commenting on their excellent decision-making skills and high levels of confidence. Achievement of EU Directives is included in the assessment of practice documentation. Students are required to provide reflective accounts relating to each required field and to document experiences. This is monitored by a named member of staff. **Students are encouraged to be creative in the production of their reflections with a number submitting original poetry, which was very impressive. This is good practice and is to be commended.**

Quality assurance systems involve students and practitioners; encourage feedback and the development of action plans. The Programme Executive Committee is the forum for programme monitoring and enhancement, meets once per semester, and is well attended by students. PLEG receives evaluations of practice experience and provides feedback through the PEFs.

The external examiner is supportive of assessment processes and arrangements are in place to meet with students and mentors.

Approval of new programmes and amendments to existing programmes meet university and NMC requirements.