**Programme Provider Name:**
*(Education provider and associated practice placement providers)*

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen Margaret University</td>
<td>In partnership with: NHS Borders</td>
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<tr>
<td>NHS Borders</td>
<td>Borders General Hospital Community Teams</td>
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<tr>
<td>NHS Borders</td>
<td>Hay Lodge Hospital</td>
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<tr>
<td>NHS Borders</td>
<td>Kelso Hospital</td>
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<tr>
<td>NHS Borders</td>
<td>Health Centres</td>
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<tr>
<td>NHS Lothian</td>
<td>NHS Lothian</td>
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<tr>
<td>NHS Lothian</td>
<td>Astley Ainslie Hospital Belhaven Hospital Community Teams</td>
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<tr>
<td>NHS Lothian</td>
<td>Eastern General Hospital Edenhall Hospital</td>
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<tr>
<td>NHS Lothian</td>
<td>Herdmanflat Hospital</td>
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<tr>
<td>NHS Lothian</td>
<td>Liberton Hospital</td>
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<tr>
<td>NHS Lothian</td>
<td>Royal Edinburgh Hospital</td>
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<tr>
<td>NHS Lothian</td>
<td>Royal Infirmary of Edinburgh</td>
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<tr>
<td>NHS Lothian</td>
<td>Roodlands Hospital</td>
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<td>NHS Lothian</td>
<td>Royal Victoria Hospital</td>
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<td>NHS Lothian</td>
<td>St John's Hospital</td>
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<td>NHS Lothian</td>
<td>Western General Hospital</td>
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<td>NHS Lothian</td>
<td>Health Centres</td>
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<tr>
<td>NHS Lothian</td>
<td>Spire Private Hospital</td>
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<tr>
<td>NHS Lothian</td>
<td>Nursing Homes</td>
</tr>
<tr>
<td>NHS Lothian</td>
<td>NHS Fife - occasionally</td>
</tr>
<tr>
<td>NHS Lothian</td>
<td>NHS Forth Valley - rarely</td>
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</tbody>
</table>

| NMC Provider Code | 2619 |
**Programmes Monitored and clinical focus:**

- Pre registration nursing  
- Adult  
- Child  
- Mental health  
- Learning disabilities  
- Pre registration midwifery  
- Specialist community public health nursing  
- HV  
- SN  
- OH  
- FHN  
- Learning & assessment in practice  
- Mentor  
- Practice teacher  
- Teacher  
- Supervisor of midwives  
- Return to practice  
- Nursing  
- Midwifery  
- Specialist practitioner  
- Adult nursing  
- Mental health  
- Children's nursing  
- Learning disability nurse  
- General practice nurse  
- Community mental health nursing  
- Community learning disabilities nursing  
- Community children's nursing  
- District nursing  
- Overseas nurses programme  
- Overseas midwives programme  
- V100  
- V150  
- V 300

**Part of Register Programme/s Lead to:**

- Nurses part of the register  
- RNA  
- RNMH  
- RNLD  
- RNC  
- Midwives part of the register  
- RM  
- Specialist community public health nurses part of the register  
- RHV  
- RSN  
- ROH  
- RFHN  
- RSCP  
- Recorded qualifications  
- V100  
- V150  
- V 300  
- Teacher  
- Specialist practitioner  
- SPA  
- SPMH  
- SPC  
- SPLD  
- SPGP  
- SCMH  
- SCLD  
- SPCC  
- SPDN  
- Non recordable  
- Mentor  
- Practice teacher
SUMMARY OF FINDINGS

Queen Margaret University (QMU) has a small nursing department within a larger division of healthcare professions. It accepts approximately 40 pre-registration adult nursing students per year and provides no other fields of practice. The current 4 year BSc Hons Nursing programme has recently (May 2010) been re-approved conjointly with the NMC, while the Graduate Diploma programme, which allows advanced standing for graduates in related subjects is in its final year. QMU has starting planning for implementation of the 2010 standards by 2013.

There are adequate resources in both the university and the practice learning environment to deliver the programme. The programme leader is an NMC registrant with a recordable teaching qualification. The staff are well qualified with a broad range of practice and academic experience. Nursing lecturers are all registrants with a recorded teaching qualification. A range of flexible methods of updating is offered to mentors and this is within their annual personal development plan. Triennial review is incorporated into the mentor register and implementation of the process is developing momentum.

QMU’s admission processes are robust in selecting suitable students to nursing programmes. All applicants are interviewed and provide Protection of Vulnerable Groups (PVG) clearance prior to going out to practice. Thereafter students self-declare continuing fitness to practice and the university has a robust system for dealing with disclosures. Academic misconduct may also be reported to the fitness to practise panel. The School’s process of Recognition of Prior Learning (RPL) needs to be reviewed in line with the recent NMC Circular (01/2011) when planning to implement the 2010 pre-registration nursing curriculum.

QMU maintains effective partnerships with the associated Health Boards, service partners and the two other Universities in Edinburgh at both operational and strategic levels. Partnership agreements are drawn up during the approval process to confirm adequate resources for practice learning which is managed by Edinburgh Napier University in close collaboration with QMU. Clinical supervisors from the university give excellent support to students. Mentors are well prepared, supported and updated in accordance with NMC requirements. The mentor database is held by the Human Resources department at the Boards and is a full, up-to-date record of mentor status. Napier University organises audits of practice learning environments at least every 2 years and shares the information with the other two universities. Users and practitioners contribute to the programme by participating in problem and enquiry-based learning sessions, teaching and assessing.

The school makes excellent use of information from Healthcare Environment
Inspectorate (HEI) governance reports. Those recently published which highlighted poor sanitary practices in some Scottish hospitals were posted on the student learning website and used as a basis for Problem-based learning (PBL) sessions with the students. We consider this an example of effective practice worthy of emulation.

Students achieve the NMC outcomes for the programme in both theory and practice and are very well thought of by local employers.

The school has well established governance and quality assurance systems which facilitate responsiveness to NMC updates and programme evaluations. External examiners reports are very positive but would benefit from a section for comments on assessment in practice.