

NMC UK Wide Quality Assurance Framework
PROGRAMME MONITORING REPORT

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>De Montfort University In partnership with: East Midlands SHA University of Leicester NHS Trust Leicestershire Partnership NHS Trust Independent & Private Sector</p>
<p>NMC Provider Code:</p>	<p>215</p>
<p>Programmes Monitored and clinical focus:</p>	<p> <input checked="" type="checkbox"/> Pre registration nursing <input type="checkbox"/> Adult <input checked="" type="checkbox"/> Child <input type="checkbox"/> Mental health <input 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 </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 checked="" type="checkbox"/> RNC Midwives part of the register <input checked="" 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 </p>

	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
Managing Reviewer / Reviewer(s):	Managing Reviewer: Dr Christina Tucker Reviewers: Ann Cysewski- Midwifery Charmagne Barnes - Child Nursing
Academic Year:	2012/13
Date of Monitoring Event:	28 & 29 November 2012
Date of Report:	01 December 2012

SUMMARY OF FINDINGS

The School of Nursing & Midwifery within the Faculty of Health & Life Sciences at De Montfort University effectively controls NMC key risks in the delivery of the pre-registration Children's Nursing and the pre-registration Midwifery programmes. The programme leads are NMC recordable and registrant teachers. There are sufficient qualified academics that are experienced and enthusiastic to support the NMC provision. Visiting lecturers/practitioners and service users are making a substantial controlled contribution to both programmes under review with plans to increase this activity to include all areas from selection to assessment of students. Service practitioner input is organised via a service level agreement with the trusts enabling staff to be released to teach their specialist subjects.

Senior managers are currently exploring succession planning into senior management /executive roles and how these can be supported and managed by formal and informal mechanisms and capturing this on the annual academic review plans.

New staff are mentored and there are clear processes for induction and a probationary period. Further staff development opportunities exist for NMC registrants to undertake the PG certificate in Higher Education with recorded qualification of Lecturer/Practice Educator.

Staff development within the school is well managed and a comprehensive programme exists and staff are encouraged to attend mandatory and essential sessions from their induction onwards.

Admission processes are very robust and fully meet the NMC requirements for both programmes. Clear processes ensure that students meet the conduct and health clearance requirements prior to admission to the programmes. Extensive work has been undertaken to improve the selection short listing criteria and interviewing process. Alongside this work a retention group has been set-up to continue the development of the attrition prediction tool.

The university has very good teaching and learning facilities situated in the extensively refurbished and modernised Edith Murphy House. Classroom teaching occurs across the

university campus with a suite of clinical skills facilities in the nearby Hawthorne building. Students report that the facilities are easily accessed and teachers very contactable via a range of media. Students are well supported throughout their programmes by a number of mechanisms from personal tutors to link teachers and the practice learning leads in the trusts.

Practice Placement Leads are pivotal to the organisation of the practice elements of the programmes. The trust prioritises the mentorship preparation programme and mentor updates. The management of practice learning demonstrates the clear effective and efficient partnership between the school and its service partners. Educational audits of practice are conducted conjointly every two years. Action plans are followed up and monitored by the practice placement committee and programme management boards. Practice partners are involved in the development and delivery of the programmes and were involved in a number of approval events recently. The strategy for the involvement of service users and carers is in place and members have been involved with a number of approval events as well as inputting at modular level. The school has appointed a lead academic to steer and champion the use of service users and carers ensuring that their input is further enhanced and included in most programme development and delivery.

Partnerships are strong, long standing and very effective at strategic and operational levels. The Dean and Head of School meet regularly with senior managers from the trusts. The trusts prioritise mentorship programmes and mentor updates which is commended by the reviewers.

The partners recognise that immediate communication and or representation on committees remain a challenge. Future plans to embrace newer information technology platforms will enhance this further.

Robust systems are in place for managing poor performance which is well understood by the students and service providers. Fitness to practise panels are held regularly and service providers are represented when necessary.

Recent changes to clinical linking and the way the personal tutor operates has had an impact on students' perceptions and service providers. Close monitoring by the partners and practice placement leads should negate possible problems. The new support systems are designed to efficiently manage increasing student numbers and DMU staff resource.

Teaching and learning technologies feature strongly in both programmes with the use of skills teaching and other developments. Initiatives that create opportunities for students and staff to engage in meaningful ways with the local communities and other agencies include the 'square mile project', the MacMillan partnership on volunteering, Care and Compassion web-site and the 'Breast feeding on the go' Booklet. The virtual community created to support teaching and learning for nursing students 'The High Street' commended by the approval panel in November 2011 is being developed further and being utilised for more health related programmes, with keen interest from other DMU faculties. These continuing innovative initiatives are commended by the review team.

Quality Assurance mechanisms are robust with clear reporting lines. Service providers and commissioners fully participate in the reporting cycle.

Students engage with evaluation processes, demonstrating high levels of satisfaction with the programmes. Response to evaluation is timely which is confirmed by the students.

External examiners attend the Single Tier Assessment Boards (STAB) and are encouraged to meet with students and mentors prior to the boards. Opportunity to visit placements is available and several external examiners have visited.