

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

<p>Programme Provider Name: <i>(Education provider and associated practice placement providers)</i></p>	<p>London South Bank University In partnership with: NHS London University College London Hospitals NHS Trust Guy's and St Thomas' NHS Trust Barking Havering and Redbridge NHS Trust Whipps Cross Hospital NHS Trust Chelsea and Westminster NHS Trust Great Ormond Street Hospital Foundation NHS Trust South London and the Maudsley Foundation NHS Trust North East London Foundation Trust Camden and Islington Mental Health Trust Barking Havering and Redbridge NHS Trust University College London Hospital NHS Trust</p>
<p>NMC Provider Code:</p>	<p>8831</p>
<p>Programmes Monitored and clinical focus:</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 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 checked="" type="checkbox"/> RNA <input type="checkbox"/> RNMH <input 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 Mc Andrew Reviewers: Jan Stosiek – Pre-Registration Midwifery Alan Glasper – Pre-Registration Nursing (Adult Field)</p>
<p>Academic Year: Date of Monitoring Event:</p>	<p>2012/13 09 & 10 January 2013</p>
<p>Date of Report:</p>	<p>16 January 2013</p>

SUMMARY OF FINDINGS

The Faculty of Health and Social Care at London South Bank University has a long-standing reputation for professional education, training and research in the fields of nursing, midwifery, social work and professions allied to health and medicine. The Faculty provides pre-registration programmes of preparation for nurses and midwives. The Faculty maintains good governance procedures to ensure that all lecturers with a professional qualification are registered with the statutory body and have a recordable teacher qualification. Academic staff are highly committed and enthusiastic towards the programme quality and their academic role. Sufficient appropriately qualified mentors are evident in practice experience to meet the number of students. **The associated practice placement providers are commended for the proactive measures that are implemented to ensure that there are a supply of appropriate mentors and sign off mentors to meet the needs of current and future students.**

The admission process is robust and is undertaken jointly with service partners. Service users and carers make a contribution towards the selection process in all programmes either through providing resources or supporting the development of questions. The admission

process includes the testing of numeracy and literacy skills and there is an impressive commitment to improve the effectiveness of these tests. The Virtual CRB Panel ensures students on admission with previous convictions are appropriately risk assessed. **The Faculty is commended for the implementation and commitment to the project to assess the student's values on admission through the Mendas Psychometric Testing programme.** Procedures to address issues of poor performance in both theory and practice are well understood and implemented effectively with examples being provided of where this has been successful. Fitness to practice procedures are fully implemented and are comprehensive and well managed. These procedures ensure that all issues that may relate to public protection are appropriately and consistently addressed. Systems for the accreditation of prior learning and achievement (APL) are fully implemented and mapping evidence is available of where accreditation has taken place which demonstrates that all NMC requirements are being fully met.

There is strong evidence of effective partnerships with service providers and associated education providers at both strategic and operational levels. There is also strong evidence that these partnerships are being used to develop innovative solutions to challenges that exist. The Faculty is seen as being responsive to meeting the needs of contemporary practice and this is confirmed by the Directors of the Nursing Services and by the Commissioners. Educational Audit is appropriately implemented and fully meets NMC requirements. The arrangement that the Trust education lead or appointed deputy in the practice learning organisation review all completed audits before they are signed off and review that all action plans are appropriately met is impressive. **The Practice Education Facilitator role is commended for being pivotal in maintaining the quality of practice experience, in meeting the challenges of service reconfiguration and supporting the mentor role.** Placement Management is impressive and meets the many challenges that exist in maintaining high quality practice experiences. Issues arising from the escalation process, clinical governance, quality reports or service re-configuration have all been successfully managed. There is strong evidence that an effective process is in place to assess the need to withdraw or rest placements when it is necessary to protect student learning. Mentors impressively commit to their role and to supporting students who are experiencing issues with progression but they are well prepared to fail students when this is indicated. The skill mix of the Faculty which includes joint appointee's facilitates an appropriate emphasis on practice learning. The Faculty has made impressive progress through the Faculty User Involvement Steering Group to implement across all programmes effective and meaningful involvement of service users and carers in programme development and delivery. The Faculty needs to continue this good work and ensure that across all programmes service users and carers are fully engaged with the admission and assessment processes and that the needs of contemporary practice are fully met. **The patient experience revolution initiated by Bart's Health NHS Trust and the 'in your shoes initiative' is highly commended and permeates the value of service user engagement throughout the organisation. The Faculty is commended for the investment in the VITAL (Vital Involvement in Training and Learning) Programme which prepares service users and carers for a role in education development and delivery. This is a significant development and is worthy of wider dissemination.** Education staff have a strong presence in practice settings which is valued by service partners and students.

Students achieve the NMC learning outcomes/competencies for entry to the nursing part of the register. Students emerging from the programme are considered fit for practice by employers and commissioners. The EU requirements are fully met and students are appropriately exposed to other fields of nursing. Competencies for registration are verified by service users at OSCE and through final management placements by practice colleagues. The management arrangements for the development and delivery of generic modules is very impressive and ensures that module content and learning experiences appropriately feature

all fields of nursing and midwifery practice.

Students achieve the NMC learning outcomes/competencies for entry to the midwifery part of the register. Students emerging from the programme are considered fit for practice by employers and commissioners. The Lead Midwife for Education verifies that the students emerging from the programme have completed the EU requirements and have met all academic and practice requirements and are fit for purpose.

All modules and programmes are subject to the evaluation process and there is strong evidence that issues raised are responded to in an appropriate and timely manner. The Draft NMC Self-Assessment Report is excellent and provides a high quality analysis of the education provision. The External Examiner reports for the pre-registration adult nursing and midwifery programmes are very supportive of the quality of the programmes and the academic support and feedback given to students. They recognise a high level of student achievement. They also include comments in relation to activities they have undertaken to monitor the assessment of practice which includes monitoring OSCE's, sampling practice portfolio's, meeting students and mentors and visiting practice learning areas. The Faculty may wish to consider an appropriate strategy for responding to External Examiner Annual Reports that do not meet an acceptable level of quality.