

Periodic Review Report Template

Faculty	Health and Life Sciences
Discipline Name	Nursing, Midwifery and Allied Health Pre-Registration Programmes
Date of Review	13th/14th February 2014
Review Panel (approved by Review Sub-Committee)	<p>The panel: Chair: Andrea O'Cain, Head of Law Department, Faculty of Business and Law External: Dr Jan Quallington: Head of Institute of Health and Society; University of Worcester Dr Sue Lampitt, Principal Lecturer Social Work/Practice Education; Faculty of Health and Life Sciences Dr Sarah Soppitt, Director of Programmes Sociology and Politics; Faculty of Arts, Design and Social Sciences Mike Potter; Students' Union; Vice President, Communications & Democracy</p> <p>Academic Quality Sally Iles Academic Coordinator (Review), Academic Registry Liz Morrow Administrative Support to Panel, Academic Registry Alison Pringle Administrative Support to Panel, Academic Registry</p>
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (September 2013 version), available from http://northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/
<p>Notes:</p> <ul style="list-style-type: none"> • Review reports are expected to be short and succinct, typically 3 to 4 sides of A4 • Sections highlighted in blue below, together with the header above, make up the published summary of this review. This will be published on the University's Teaching Quality Information web pages (http://northumbria.ac.uk/sd/central/ar/qualitysupport/tqinf/) 	

Section 1	Discipline Aims and Context
<p>The discipline has a robust history of successfully designing and delivering pre-registration health programmes and working in partnership with the various stakeholders to ensure that graduates meet the health care workforce demands. The programmes sit within the Faculty of Health and Life Sciences which is a newly formed Faculty from the merger of the former School of Health, Community and Education Studies and the School of Life Sciences. This Periodic Review includes the following professional groups:</p> <ol style="list-style-type: none"> 1. Midwifery 2. Nursing (Adult) 3. Nursing (Child) 4. Nursing (Learning Disabilities) 5. Nursing (Mental Health) 6. Occupational Therapy 7. Operating Department Practice 8. Physiotherapy <p>The programmes are spread across three Departments as follows:</p> <ol style="list-style-type: none"> 1. Department of Healthcare: Adult Nursing and Operating Department Practice Programmes 2. Department of Public Health and Wellbeing: Child, Mental Health, Learning Disabilities Nursing, Midwifery and Occupational Therapy Programmes 3. Department of Sport, Exercise and Rehabilitation: Physiotherapy Programmes <p>Students undertaking these programmes must meet the professional requirements and regulatory standards of either the Nursing and Midwifery Council (NMC) or the Health and Care Professions Council (HCPC), with the exception of the physiotherapy programme franchised to the Malaysian Allied Health</p>	

Sciences Academy (MAHSA) University College. The programmes under review are encompassed under the Making it Real (MIR) curriculum validated in 2007, with still 18 months to run, and the Tomorrow's Workforce (TW) curriculum validated in 2012. Whilst some of the professional groups under review have been all graduate professions for some time the Tomorrow's Workforce Curriculum took account of the need for the nursing workforce to be an all graduate profession. The only exception to all graduate status is the Diploma of Higher Education (Dip HE) Operating Department Practice programme. The programmes are commissioned by Health Education North East (HENE) who are responsible for the education and training of the NHS North East workforce.

The programmes within the discipline have been extensively evaluated in 2011/12 as part as part of a collaborative development across pre-registration health programmes. This inter-professional approach to preparing students for practice represents one of the distinctive features of healthcare education at Northumbria University. The experiences of the collaborative approach to educational programme provision have provided a range of opportunities to share good practice in relation to student support.

The aims of the programmes are to produce professionals who have:-

- sound professional skills, which reflect contemporary evidence, practice and policy
- the capability and attitude to develop new skills and work in new ways
- commitment to the provision and monitoring of high quality care focused on service user need
- confidence in taking the initiative to improve the health and wellbeing of the local population and an awareness of the impact of professional practice on global health and illness
- clearly articulated competence in the skills required for working effectively with other professionals and agencies.

A brief overview of the distinct professional programmes are given here:

MIDWIFERY: The BSc (Hons) Midwifery Studies is a 3 years full-time programme and the Post-Graduate Diploma (PG Dip) in Midwifery Studies is an 18 month programme, both are approved by the NMC. There are two intakes a year to the BSc (Hons) programme (September and March). Practice learning contributes a minimum of 50% of the programmes and ensures that the students undertake a range of experiences to meet the academic and professional requirements of the programmes.

NURSING: As part of the overall integrated suite of pre-registration health programmes, nursing students can study a programme leading to registration with the NMC in one of four nursing "Fields": adult, child, learning disabilities and mental health nursing. There are two separate intakes, one in September and one in March. Within the MIR curriculum, academic programmes leading to registration in these Fields were offered at Dip HE, Advanced Diploma and BSc (Hons) level (3 year, full time programmes). In addition, students with a health related degree were eligible to undertake a shortened course (2 year full time programme) leading to a PG Dip. Within the TW curriculum, all undergraduate nursing students enrol on a BSc (Hons) Nursing 3 year full time programme within their chosen Field. An integrated Masters degree route (MNurs) is also validated, with direct entry to year three of the four year programme offered to those with a health related degree and relevant, credible, placement experience. Students undertake a mandatory 2300 hours of theoretical learning and 2300 hours of practice learning, delivered in partnership with a range of placement providers across the North East. The Tomorrow's Workforce Nursing curriculum is accredited by the Royal College of Nursing (RCN) and was the first curriculum in the country to receive accreditation.

OCCUPATIONAL THERAPY: The BSc (Hons) Occupational Therapy is 3 year full time programme and the MSc (pre-registration) Occupational Therapy is a two year accelerated programme, both lead to eligibility to register as an occupational therapist with the HCPC. Both programmes incorporate a minimum of 1000 hours of practice placement where students are assessed on a competency basis to ensure they are fit for practice and award on completion of the programmes. The curriculum design follows the expectations of the framework of the College of Occupational Therapists, the HCPC and the standards of the World Federation of Occupational Therapists.

OPERATING DEPARTMENT PRACTICE: The Dip HE in Operating Department Practice Programme is 2 years full time designed to address the HCPC Standards of Education and Training and Standards of Proficiency for Operating Department Practitioners.

PHYSIOTHERAPY: The BSc (Hons) Physiotherapy is a 3 year full time programme and the MSc Physiotherapy is a 2 year accelerated programme both of which lead to eligibility to register as a physiotherapist with the HCPC and are endorsed by the Chartered Society of Physiotherapy (CSP). The

BSc (Hons) Physiotherapy programme is also offered as a franchised programme to MAHSA University College, Malaysia. The programme has run in MAHSA for five years, initially as a four year programme, and since 2012 as a three year programme. The programme offered in Malaysia is not approved by the HCPC nor endorsed by the CSP.

The pre-registration health programmes have approximately 2200 students studying at any one time. All students are fulltime. The numbers of commissioned places varies slightly from year to year. Please see table below for numbers of commissioned places for 2012/2013.

TABLE ONE: NUMBERS OF COMMISSIONED PLACES 2012/2013

Professional Group	Number of commissioned places under-graduate level	Number of commissioned places post-graduate level
Midwifery	43	16 (PG Dip)
Nursing (Adult)	364	25 (MNurs)
Nursing (Child)	50	10 (MNurs)
Nursing (Learning Disabilities)	27	N/A
Nursing (Mental Health)	90	25 (MNurs)
Occupational Therapy	42	10 (MSc)
Operating Department Practice	25 (Dip HE)	N/A
Physiotherapy	48	10 (MSc)

There are 6 Directors of Programmes with responsibility for strategic management of the programmes being reviewed. The Lead Midwife for Education (LME) is part of the Department of Public Health and Wellbeing and is accountable to the NMC for the standards required for Midwifery programmes. Staff contributing to the discipline as module teachers may be primarily based in one department but teach across programmes in several departments and therefore staffing of the discipline is complex. Please see Appendix 1 for names of staff with key responsibilities. Approximately another 200 academic staff are involved in managing and delivering these programmes, supported by a team of Professional Support Staff led by the Programme Support Manager. Academic staff from the nursing and midwifery discipline hold a NMC recordable teaching qualification, or are working towards one, and have practice experience commensurate with their role. Academic staff from the nursing and midwifery disciplines must also maintain professional registration with the NMC whilst staff from other disciplines must maintain professional registration with HCPC.

LEARNING RESOURCES: The learning resources for the programmes within the discipline area are met by the accommodation provided on the Coach Lane Campus. There has been extensive investment on the campus over the past 10 years and there is a range of small and large classrooms and lecture theatres. Specialist facilities are available in the Faculty's Clinical Skills Centre which hosts a range of high fidelity simulation and other equipment. Currently refurbishment work continues with redevelopment of the main reception area on Coach Lane Campus West. This is part of a proposed three year project to refurbish the building in response to student feedback regarding facilities at Coach Lane Campus. In addition to this the main refectory and classrooms and corridors on A, B and C Block have been extensively modernised. As well as campus facilities, students can spend up to 50% of their programme in a practice setting and therefore the variety of placements used represent a very large contribution to learning resources.

Section 2	Curricula and Standards
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The Panel identified the following strengths:

- Programmes included in the review meet PSRB and QAA level standards, whilst also recognising and directly addressing issues raised in the Francis Report i.e. education focussed on positive patient centred practice.
- Curricula with innovative elements such as inter-professional learning.
- Provision of a vibrant and authentic learning experience, supported by effective placement allocation and the well-developed use of simulation.
- That the curriculum is contemporary and had has been collaboratively designed and embedded practice requirements and standards as confirmed by staff and managers from practice.
- Commitment from the provision to keep the curriculum fresh and practice focused.

The Panel made the following recommendations for further development:

- Ensuring that the curriculum continues to be evaluated in partnership with stakeholders and evolves to meet the changing external context and demands.

- Review their strategies to enable more students to achieve good awards across all programmes.

Section 3	Management Information Trends
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Working with the University in terms of meeting the unique statistical requirements of external stakeholders including Health Education North East and PSRBs. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • Resources maintained to ensure appropriate external statistical returns are provided. 	

Section 4	Student Experience
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Strong cohorts of students with a clear professional identity. • The breadth and depth of opportunity provided for students built on practice. • The opportunities students are given to develop as independent and critical professionals. • The maintenance and support of the student experience as the MIR curriculum is phased out and the TW is introduced. • Students were very well supported in practice and practice learning is well managed. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • Consolidate mechanisms for student engagement. • Raise students' awareness of University Support and Wellbeing facility at Coach Lane Campus. 	

Section 5	Enhancement Strategies
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The panel recognised the richness of traditional research and practice based research within the Faculty as well as the currency of practice experience which demonstrably gives the academic staff credibility with the students and stakeholders. • Innovative approaches to student, stakeholders and academic working on real life questions as demonstrated in the physiotherapy programmes should be celebrated and similar strategies adopted in other programmes. • Use of simulation to help students develop resilience for practice e.g. a day in the ward and 'human factors' exercise. • Maturity of approaches to inter-professional learning (IPL) within the curricula which include modules such as Foundations of Safe and Effective Practice, with embedded theoretical and practical IPL opportunities. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • To further develop a strategy to support the more traditional research career trajectory whilst rewarding the value of professional engagement and knowledge transfer. 	

Section 6	Discipline Response to Report
<p>Short summary response by Discipline on follow up action for inclusion in published report:</p> <p>Curricula and Standards</p> <p><i>Ensuring that the curriculum continues to be evaluated in partnership with stakeholders and evolves to meet the changing external context and demands.</i></p> <p>The discipline continues to evaluate the programmes with stakeholders. The first cycles of the Tomorrow's Workforce Curriculum is not yet complete. This is due to happen in 2015. Nursing and Midwifery Council approved health programmes are re-validated every 5 years and stakeholders are essential to this process.</p>	

This ensures curricula are up to date and meet the requirements of stakeholders and Professional Statutory and Regulatory Bodies. In the validation of the Tomorrow's Workforce Curriculum Practice Learning Teams were introduced. Feedback to date is positive not only in terms of student and mentor support in practice but collaboration between teaching staff and practitioners regarding service improvement initiatives and clinical experts teaching on programmes.

Review their strategies to enable more students to achieve good awards across all programmes.

Data from the discipline suggests that Good Award performance is being achieved. Support for staff is ongoing to achieve improvements.

Management Information Trends

Resources maintained to ensure appropriate external statistical returns are provided.

In the recent restructuring of the university, recognition was given by the Faculty and University that there are a number of unique functions that the Faculty, and particularly the discipline support in terms of their contractual obligations with Health Education North East and management information required to meet their targets and metrics. In this respect, the Faculty was allocated additional staff in Programme Support to reflect our unique needs.

The discipline has reviewed the support required to meet the statistical reporting required by HENE and other stakeholders. Information is provided promptly and within deadlines.

Student Experience

Consolidate mechanisms for student engagement.

Students are at the centre of everything we do as evidenced by some excellent National Student Survey scores within the discipline. Throughout the programmes there are numerous opportunities to engage students. Each of the programmes have their own student representatives on programme committees. Evaluation of modules takes place at the end of each delivery. The student module evaluation questionnaire collects both quantitative and qualitative data which is considered by the programme team and any actions fed back to the students. Students also evaluate all placement learning opportunities and the overall programme via the Northumbria Student Survey. In addition to the standard processes of engaging students the discipline have made every effort to consolidate student engagement by the mechanisms itemised above.

Raise students' awareness of University Support and Wellbeing facility at Coach Lane Campus.

The redevelopment of the ground floor of Coach Lane Campus West has greatly raised the profile of the Student Support and Advice Centre. The area adjacent/opposite to the SSAC office is now an open plan and comfortable seating area for students. This redevelopment work has greatly enhanced facilities on Coach Lane Campus. There are numerous opportunities for staff to raise awareness of the University Support and Wellbeing facility with students. This happens both verbally and in writing via handbooks. Students have regular contact with their Guidance Tutors, module teachers and Programme Leaders who are aware of the University Support and Wellbeing facility and would direct individual students on a case by case basis.

Enhancement Strategies

To further develop a strategy to support the more traditional research career trajectory whilst rewarding the value of professional engagement and knowledge transfer.

The discipline is highly committed to developing staff. In comparison to other healthcare related disciplines in other universities we compare favourably in terms of the number of staff with PhDs or who are undertaking PhDs. With regards to the longer term and succession planning a number of graduate tutors have been employed.

The discipline continues to support staff to undertake research, write for publication and present at conferences.

In addition staff are supported to undertake roles in professional organisations since this form of engagement is very important to the work and credibility of the discipline