

Periodic Review Report Template

Department and Faculty	Nursing Midwifery and Healthcare Faculty of Health and Life Sciences
Date of Review	4 – 5 November 2020
Review Panel (approved by Academic Registry)	Dr Heather Robson (Chair) Dr Kevin Robertson Dr Lindsay Findlay-King Dr Anthony Devine Claudia Shaw, SU Sabbatical Officer Dr Charlotte Whiffin
Method of Review	This review was conducted using the periodic review procedure defined by Northumbria University Review Framework
Notes:	
<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 Quality and Teaching Excellence web pages (Periodic Review Reports) 	

Section 1	Department Context
	<ul style="list-style-type: none"> • Short statement of the main aims of the department • Short statement of any necessary contextual information (e.g. physical and organisational location, any recent restructuring etc.) <p>Northumbria University's Department of Nursing, Midwifery and Health is part of the Faculty of Health & Life Sciences, based at Coach Lane campus in Newcastle. Programmes run within this Department are accredited by the Nursing & Midwifery Council (NMC) and Health & Care Professions Council (HCPC), and BSc nursing programmes are ranked in the top 20 in the UK according to both The Guardian and Complete University Guides. In 2019 the Times Higher Education rankings rated Clinical, Pre-Clinical and Health at Northumbria in the top 201-250 worldwide, a rise of more than 150 places since 2018. Post registration programmes have won Nursing Times awards in four of the last five years, and staff and students were shortlisted for numerous awards at the same ceremony. Through the University's Teaching Quality and Enhancement Fund, seven projects from this area have been funded in the last three years.</p> <p>In total, NMH has 3,402 students, with programmes ranging from Undergraduate (3,141), Post Graduate Taught (204), and Post Graduate Research (57). Post Qualifying career development is also in place through Continuing Professional Development and Continuing Workforce Development. Employment rates range from 96 to 100% in nursing programmes, and The Teaching Excellence Framework (TEF) metrics for Nursing and Midwifery show that academic support receives a positive flag and learning resources are rated in the top 10% of absolute performance. Continuation is also positively flagged throughout the TEF cycle, where student retention has been above 93% in the last three years.</p> <p>Within pre-registration, students divide their time between on-campus learning within purpose-built facilities including a state-of-the-art Clinical Skills Centre, and on placement in NHS Trusts, voluntary agencies and the independent healthcare sector. Longstanding partnerships are in place with NHS service providers and private healthcare organisations across Northumberland and Tyne and Wear.</p>

With regard to physical location, a consultation process is currently underway to ascertain the potential of moving NMH programmes to City Campus within the next three years. The 1st stage of consultation is now complete and all departments at CLC have been consulted on specific needs in relation to the programmes that they deliver, the students on their programmes and the staff within the department. This is now being considered alongside other feasibility data on the proposal.

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	• meets UK and NU expectations,	Y
	• requires improvement to meet UK and NU expectations,	
	• does not meet UK and NU expectations.	
The quality of students' learning opportunities	• commended,	Y
	• meets UK and NU expectations,	
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
Information about higher education provision	• commended,	
	• meets UK and NU expectations,	Y
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
The enhancement of students' learning opportunities	• commended,	Y
	• meets UK and NU expectations,	
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	

Section 3	The setting and maintenance of threshold academic standards
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Collegial and positive working with employers and external stakeholders. The strength of these relationships has allowed the Department to navigate and co-develop strategies to deal with the Covid-19 situation in a productive and positive way • The Department is well connected and heavily involved in national networks, and local healthcare trusts which enriches the work the Department undertakes, exemplifies the academic expertise and subsequent learning experiences for students • Focus on employability and employment outcomes • PSRB compliance • Strong commitment to CPD and developments are aligned to University Strategy • Contribution to the upskilling of the NHS workforce during Covid-19 pandemic <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Training to ensure a consistent level of high-quality External Examiner reports and Departmental responses • Research and scholarly activity should be supported through a strong mentoring model that encourages the development of staff entering with clinical expertise 	
<p>The Panel made the following observations:</p>	

- There seems to be a clear commitment to continuing the model of blended / online / interactive learning for future cohorts

Section 4	The quality of students' learning opportunities
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The Panel identified the following strengths:

- The Department has shown clear dedication to the student experience
- Open and clear communication with students (including the use of online platforms for discussion) and the importance of the student journey
- Students felt confident and comfortable raising issues with staff, and better able to connect as a community
- The curriculum is enriched with additional opportunities which are creative and innovative
- Learning leaders have reported that they feel empowered and have had a positive impact on mentees / learners
- Support systems are very strong (particularly the use of Personal Tutors)
- Use of Experts by Experience

The Panel made the following recommendations and timescales for further development:

- Informal feedback mechanisms are a pragmatic solution; however, there is a need to capture the outcomes of these processes more formally
- Students do not appear to be clear on the placement allocation process; further work is required to support this understanding
- Workload associated with student support should be continuously monitored to avoid associated overload
- A review is recommended after the first delivery of the Nursing & Midwifery practice/theory integrated model (and the decision to implement it for two cohorts simultaneously)

The Panel made the following observations:

- The Department has coped well with conflicting demands and pressures as a result of Covid-19, which have been particularly impactful within this subject area (such as placement availability and the need for lab-based teaching sessions)
- It appears that informal feedback mechanisms are more well used by students than formal (such as SSPCs)
- The department demonstrated the desire and need to grow placement capacity
- The Panel are aware of the impact of the start of the academic year on normal processes, but are concerned about the rate of progress of NSS action planning which needs to be considered with some urgency

Section 5	Information about higher education provision
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The Panel identified the following strengths:

- Staff have absorbed additional student numbers in 2020 through personal commitment to the student journey and this is reflective of the resilience of the team
- The excellent dataset reflects strong recruitment and student attainment, and reflective consideration of this in annual reporting
- Research planned to address gender balance in Nursing is commended
- Achievement of the Athena Swann bronze award is commended by the Panel

The Panel made the following recommendations and timescales for further development:

- Adequate consideration of resourcing should be given, in line with increased recruitment during annual planning cycle

The Panel made the following observations:

- Access to available data has limited the scope of the work of the Panel
- The Panel were aware of the impact of the over-recruitment to the provision in September 2020

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The work of the departmental community (staff and students) in response to the Covid-19 pandemic, through volunteering and fundraising activities in support of the crisis • Clear commitment to enhancement as evidenced in showcases presented • Ability to adapt and grow placement capacity • Authenticity of the student learning experience is enriched by simulations • Close working relationships and learning communities between staff and students are exemplified by co-creation of learning experiences • Staff's clear commitment to online learning and are fully embracing the benefits of TEL <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Making learning experiences around specialist areas (specifically learning disability and mental health) clear and transparent, such as through the use of Experts by Experience to enable students to engage with the patient journey and connect these experiences to their field-specific practice • Ensuring clarity of process and allocation for placement opportunities (in advance of and during the programme) • Further work to be undertaken to ensure consistency with regard to the Assessment and Feedback Strategy 	
<p>The Panel made the following observations:</p> <ul style="list-style-type: none"> • Learning materials should be made available earlier to enable students to manage integrated delivery workload 	

Section 7	Further Quality Assurance Monitoring	
	<p><i>This section is copied from the self-evaluation document to acknowledge actions which the Department/Faculty has already identified and is already actioning.</i></p>	
Affirmations ¹	Please list any affirmations identified and accompanying actions (<i>add extra rows as needed</i>)	
	Issue	Action
	NSS Action Plan	A detailed plan for actions to improve the NSS. This is detailed in the NSS SharePoint site, including issues around the organisation of the programmes and timetabling.
	Staff recruitment	Department's recruitment strategy and recent recruitment drive.
	Changes to CPD and CWD funding streams	HoD, HoS and relevant Directors to meet with commissioning/funding bodies including NHS Trusts, workforce commissioning bodies to develop a strategic response to changing CPD/CWD activity
	Completion of MEDS/PEPs in a timely manner due to sequencing of pulse survey and also low response rates	Directors of Learning and Teaching and programme teams to meet with University Quality Teams to develop an action plan to improve response rates and sequencing of survey.
Audit Trails	The Panel reviewed the following Audit Trails provided: <ol style="list-style-type: none"> 1. NSS Action Plan 2. Staff recruitment 3. Changes to CPD and CWD funding streams 	
Compliance Checks	Compliance report received and noted.	

¹ examples of developments, planned or in train which seek to address issues previously identified

Section 8**Department Response to Report**

Short summary response by Department on follow up action for inclusion in published report: