

Education and Student Committee 12.11.15

Periodic Review Update

This paper provides the following information on Periodic Review:

- Update on schedule for 2015-16 (page 2)
- Update on responses to Periodic Review conditions/recommendations and One year on Reporting (page 3)
- Recommendation for the University arising from BSc/PgDip Public Health and Primary Care Periodic Review (page 4)
- BSc/PgDip Public Health and Primary Care Periodic Review Report (page 5)
- Charities Programmes (Cass) One year on Report (page 16)
- Nursing Studies One year On Report (page 22)
- Midwifery One year on Report (page 38)

Recommended actions:

- To **note** the updated schedule of Periodic Reviews for 2015-16
- To **note** the status of Periodic Review responses and One year on reports
- To **receive** the Periodic Review reports and One year on Reports for the above programmes/departments. Reports included are for those not previously received by Education and Student Committee.
- To **consider** the recommendations for the University arising from Periodic Reviews
- ADEs to **confirm** timeframes for Periodic Reviews prior to the next Education and Student Committee (Cass and SMCSE).

2015/16 SCHEDULE-UPDATE

School	PR	Last Review	Key contact	Prelim Mtg Date	Dev Event Date	PR Day Date	Chair	Sec	Internal panel member (School)	Internal panel member (other)	Student panel member	External name and email address	LEaD rep	Partnership provision
SASS	UG Sociology Programmes	Last Review 05/06 (carried over from 14/15)	Carmai Pestell	01-Oct-15	02-Dec-15	Wednesday 2 nd March 2016	Nigel Duncan (Law)	Nerida Booth	Dr Andy Denis	TBC	TBC	TBC	Cordelia Bryan	
SASS	Doctoral Programmes		Carmai Pestell	01-Dec-15	03-Feb-16	Thursday 19 th May 2016	Vicky Joffe (SHS)	Naomi Hammond/Abdullah Rahman	Martin Caraher	TBC	TBC	TBC	Cordelia Bryan	
Cass	MSc / PG Dip Actuarial Science & MSc / PG Dip Actuarial Management	Last Review 10/11	Mary Flynn	01-Jan-16	01-Feb-16	June	TBC	TBC	TBC	TBC	TBC	TBC	Sian Lindsey	
Cass	MSc Real Estate & MSc Real Estate Investment	Last Review 10/11	Mary Flynn	07-Sep-15	19-Nov-16	Feb	TBC	Laura Tull	TBC	TBC	TBC	TBC	Sian Lindsey	
SHS	Speech and Language Therapy	Last Review 10/11	Waheeda Dhansey	13-Oct-15	01-Feb-16	Thursday 16th June 2016	Peter Hungerford-Welch (Law)	Helen Fitch	Sophie Willis	Roy Batchelor (Cass)	TBC	TBC	Neal Sumner	Joint award with UCL Institution of Education (MSc Speech, Language and Communication Needs in Schools: Advanced Practice).
SMCSE	Maths Grouping	Last Review 10/11	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	Pam Parker	
SMCSE	UG, PG Electrical Engineering Programmes	Last Review 07/08 (carried over from 14/15)	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	Pam Parker	Franchised Access/Feeder programme with City and Islington College (Foundation Year in Engineering) Articulation (2+2 arrangements with Nanjing University of Aeronautics, Manipl Education Network, Harbin University of Science and Technology and Jianguo University of Science and Technogy.

RESPONSES TO PERIODIC REVIEW CONDITIONS/RECOMMENDATIONS AND ONE YEAR ON REPORT-UPDATE

Due to the introduction of a shorter format for Periodic Review reports, reflective reviews are available to Education and Student Committee to provide additional context to the reporting:

<http://www.city.ac.uk/about/education/quality-manual/8-programme-evaluation-and-review/periodic-review-report-and-reflective-review-reports-library>

Review	Date of Review	Panel report sent to School	Response received	1 year on report
Informatics Research Degrees (11/12)	20.06.2012	Completed	Overdue	Overdue (due June 2013)
MEA (13/14)	29.11.2013	Completed	Overdue	Overdue (due December 2014)
Economics (13/14)	02.12.2013	Completed	Overdue	Overdue (due December 2014)
BPTC (13/14) (Law)	30.01.2014	Completed	Overdue	Overdue (due January 2015)
Charities programmes (Cass) (13/14)	30.01.2014	Completed	Completed	Received-Submitted to November 2015 Education and Student Committee
Nursing studies (13/14)	13.05.2014	Completed	Completed	Received-Submitted to November 2015 Education and Student Committee
Midwifery (13/14)	23.04.2014	Completed	Completed	Received-Submitted to November Education and Student Committee
Civil Engineering Programmes (14/15)	18.11.14	Completed	Overdue	Due November 2015
Psychology (14/15)	14.10.14 and 15.10.14	Completed	Overdue	Overdue (due October 2015)
Journalism (14/15)	11.3.15 and 12.3.15	Completed	Overdue	Due March 2016
PG Sociology (14/15)	19.03.15	Completed	Overdue	Due March 2016
Music (14/15)	13.05.15	Completed	Pending	Due May 2016
BSc/PG Dip in Specialist Community Public Health Nursing and BSc Practice Nursing (14/15)	27.07.15	Completed-Submitted to November 2015 Education and Student Committee	Completed	Due July 2016
Research Programmes (14/15)	24.06.15	Completed	Pending	Due June 2016
Cass UG Programmes (14/15)	18.02.15	Completed	Overdue	Due February 2016
PG Finance Programmes (14/15)	06.07.15	Completed	Pending	Due July 2016

RECOMMENDATIONS ARISING FROM PERIODIC REVIEW FOR UNIVERSITY CONSIDERATION

The Panel for the Public Health and Practise Nursing Periodic Review made the following recommendation for consideration by the University:

1. The University should review the provision of student support (e.g. in relation to specific learning needs) outside normal office hours to ensure reasonable availability to students.

Some students had highlighted issues with accessing the Graduate Library and dyslexia support services when they are working full-time. It was noted that this would be explored further via the Staff Student Liaison and Student Experience Committees and would be brought to the attention of the Education and Student Committee.

The School confirmed that improvements will be made to the Personal Tutoring system for the coming year to ensure contacts are firmly established.

Periodic Review Report (incorporating Stage 2 approval for a new award)

Programmes reviewed

- BSc (Hons) Public Health (Heath Visiting, District Nursing, School Nursing)
- Postgraduate Diploma in Public Health (Heath Visiting, District Nursing, School Nursing)
- BSc (Hons) Primary Care (Practice Nursing)

Stage 2 approval

- Postgraduate Diploma in Primary Care (Practice Nursing)

Date of review/approval

22 July 2015

Review participants

Review Panel members:

Name	Role
Professor Susan Blake	Director of Studies, Associate Dean The City Law School (Chair)
Dr Margaret McCann	Assistant Professor, Head of General Discipline Trinity College Dublin (External Adviser for Primary Care (Practice Nursing) not in attendance – feedback provided prior to the event)
Judith Sunderland	Programme Director – Undergraduate Midwifery (Internal Panel Member from SHS)
Professor Roy Batchelor	Course Director, Cass Business School (Internal Panel Member)
Issy Cooke	SU President (Student Panel Member)
Neal Sumner	Learning Enhancement and Development (LEaD) Representative
Helen Fitch	Assistant Registrar (Quality), Student & Academic Services (Secretary)
Kate Kelsey	Quality Officer/Acting Quality Manager, School of Arts and Social Sciences (Co-Secretary)

Meetings held during the day and attendees:

Meeting with Senior School Team	
Name	Title/Role
Professor Stanton Newman	Dean, School of Health Sciences/Chair of Board of Studies
Kay Jones	Chief Operating Officer
Julie Attenborough	Associate Dean, Director of Undergraduate Studies and Workforce Development

Maria Dingle	Associate Dean Education (Quality and Student Experience)
Dr Eamonn McKeown	Divisional Lead, Health Services Research & Management Division
Meeting with Programme Team	
Name	Title/Role
Marie Hill	Programme Director BSc (Hons) Primary Care (Practice Nursing)
Vicky Souster	Education Development Manager (NHS Tower Hamlets)
Dr Val Thurtle	Programme Director BSc/PG Dip in Specialist Community Public Health Nursing
Judy Brook	Lead – Health Visiting
Dr Caroline McGraw	Lead – District Nursing
Karin Mackenzie	Lead – School Nursing
Rosa Benato	Module Leader NMM109
Jane Bickerton	Module Leader NM3204/NMM084
Dr Gill Craig	Module Leader NM3210/NMM087
Mark Haddad	Module Leader NM3909/NMM123
Valance Hughes	Module Leader NM3204/NMM086
Fiona Taylor	Module Leader NM3908/NMM086
Jane Horsfall	Lecturer
Rosemary Marx	Lecturer
Louise Mullins	Lecturer
Anne Morton	Mentor, Open Doors Student – Tower Hamlets
Di Gould	Mentor, Open Doors Student – Tower Hamlets
Meeting with Students and Alumni:	
Name	Programme
Mary Bromfield	Current Student - PG Diploma Public Health (Health Visiting) Sep 14
Mercy Chombo	Current Student - BSc Public Health (Health Visiting) Sep 14
Ruzive Mhiribidi	Current Student - PGDip Public Health (District Nursing) Sep 14
Stacey Miller	Current Student - BSc Public Health (School Nursing) Jan 15
Elsie Monju	Current Student - BSc Public Health (Health Visiting) Mar 15
Miranda Nimoh	Current Student - BSc Public Health (School Nursing) Sep 14
Shaminah Rahman	Current Student - BSc Public Health (Health Visiting) Sep 14
Elizabeth Payne	Current Student - PG Diploma Public Health (Health Visiting) Jan 15
Ann Ramcharan	Current Student - BSc (Hons) Public Health (Health Visiting) Sep 14
Lesley Goddard	Current Student - BSc Primary Care (Practice Nursing) Sep 14
Marie Kelly	Alumni - BSc (Hons) Primary Care (Practice Nursing) Mar 11
Lucinda Longwill	Alumni - BSc (Hons) Primary Care (Practice Nursing) Sep 14
Sarah Didymus	Alumni - BSc (Hons) Primary Care (Practice Nursing) Aug 10
Siobhan Alt	Current Student – BSc (Hons) Public Health
NHS Tower Hamlets students:	
Abbie McFarlane	Hannah Metcalfe
Hatida El-Chorri	Chloe Arnold
	Milly Gallagher
	Siuling Wong

School co-ordinator: Waheeda Dhansey

Preparation for review

Date of development day: 23 March 2015

Reflective review and supporting evidence

- **BSc (Hons)/PG Diploma Public Health (Heath Visiting, District Nursing, School Nursing)**
- **BSc (Hons) Primary Care (Practice Nursing)**

Panel members were provided with a comprehensive Reflective Review document for each programme and supporting evidence three weeks ahead of the review. These included the following key documentation: annual programme evaluations (including management and survey data), external examiner reports and responses, Programme Management Committee minutes, Staff-Student Liaison Committee minutes, programme handbooks, Advisory Board minutes and a range of external body reports from the Pan London Quality and Regulation Unit and the NMC (for Public Health).

The Panel noted that on-going changes to provision are monitored and consulted on where re-approval or earlier periodic review may be warranted. It was confirmed that the cumulative effect of amendments since the last periodic review did not require re-approval via the current periodic review process.

UPAC Stage 2 approval

- **PG Diploma Primary Care (Practice Nursing)**

The Panel was also provided with documentation to support the University Stage 2 approval for the PG Diploma Primary Care (Practice Nursing).

Professional/regulatory/statutory body involvement

It was noted that the BSc/PG Dip Specialist Community Public Health programme would be undergoing a full Professional Body Review once the new NMC standards were published in September 2015. The Periodic Review would therefore be an opportunity to review existing provision to inform the full curriculum revision and external scrutiny that would take place then.

External Advisor – Primary Care (Practice Nursing)

The External Advisor for Primary Care (Practice Nursing) had been consulted both during the development of the PG Diploma proposal and prior to the review event for the BSc (Hons). Whilst she was unable to attend the meeting on 22 July 2015, she had provided full written comments on both awards prior to the event and endorsed the changes proposed. These comments had been considered by the School PARC for the new award, and the Review Panel in relation to the both the new award and the review of the existing provision.

Conduct of the review

The Reflective Review (which will be submitted to Education & Student Committee with this report) provided the Panel with a clear overview of the history and context of the provision, developments since the last periodic review and short and long term action planning.

The Panel considered the educational offer, effectiveness of the programme, academic standards and student achievement, inclusivity of design and equality of opportunity, and student support and resources.

During the course of the review day the following topics were given particular consideration:

(i) **All programmes**

- **Political context**

Government policy and pressure has seen an overall shift in emphasis from hospitals to primary care. The School consider that the provision under review is well placed to respond to this movement, and it is ready to respond to the Training Board and Cabinet Office priorities and support the projected growth in this area.

- **Programme profiles and credit requirements**

The BSc (Hons) programmes are both top-up degrees. The existing PG Diploma in Public Health is aimed at applicants who already hold a degree in nursing and wish to train to specialise in a particular pathway; Health Visiting, District Nursing or School Nursing. All three programmes currently consist of 135 credits; the Public Health curriculum is accredited by the NMC.

The Programme Teams would like to reduce each programme to 120 credits in line with the credit framework and the majority of City provision. Whilst this could be achieved through the Periodic Review for the Primary Care (Practice Nursing), the credit reduction for the Public Health programme would need to be addressed via the NMC re-approval event during 2015/16.

- **Programme Specifications and entry requirements**

The Panel reviewed the programme specifications and discussed their content and the entry requirements for each programme with the Programme Teams.

It was noted that some revision would be required to clarify certain aspects of the programme specifications, in particular the APEL sections which did not currently align with University policy.

- **Graduate entry – new Graduate Diplomas**

Nursing is becoming an increasingly graduate profession due to changes in government policy, and the profile of entrants to the BSc (Hons) is therefore shifting away from being predominantly Nursing Diploma students topping up to an honours degree. Increasingly, applications were being received from students already holding a degree, however not all wished to study at postgraduate level; a need had been identified to create a Graduate Diploma as a one year conversion course for applicants with existing nursing degrees. The Panel supported the introduction of Graduate Diplomas for both programmes and it had been agreed the Programme Specifications would be considered and approved as part of the Review.

- **Information to students and induction**

The student group had indicated that the release of key information for their programme, including timetables and practice-based course information, had been late. Feedback from the student group indicated that timetables had been difficult to interpret.

Most of the students had found their induction to be a positive experience and it was noted that information had been easier to access once they had arrived, although frustrations with information being difficult to find on Moodle and late notice of changes had been experienced.

- **Curriculum content**

The students were broadly enthusiastic about the curriculum and their modules, but would welcome additional coverage on topics such as family planning, sexual health, travel health and child development to support their roles. They advised that they would prefer coverage of clinical and safeguarding issues to be earlier in the course than at present. The Public Health Team discussed their plans for revisions to content and the removal of some repetition of material which would be addressed via the NMC re-approval.

A student conference takes place at the end of the year.

- **Timetabling**

Feedback from the students indicated that there was some bunching of assignment due dates which they found to be problematic, particularly as they were balancing their studies with their employment, clinical work and mentor visits and some are undertaking an extra CPD module. It was suggested that the Programme Team explore block teaching for some elements of the curriculum.

For Primary Care (Practice Nursing), whilst students acknowledge that Tower Hamlets Open Doors funds their studies they felt that there may be scope for adjustments to timetabling to assist them with their workload. The Panel were advised that HENCEL have now signed a memorandum of agreement with GPs to release employees for study days.

- **The joint approach to learning and teaching students from mixed disciplines and levels**

The Public Health cohort includes students from each of the three disciplines; Health Visiting, District Nursing and School Nursing. BSc and PG Diploma Public Health students are taught together. The BSc Practice Nurses join the Public Health cohort for 2 shared core modules. The joint teaching ensures the programmes/pathways (on which numbers can be small and do fluctuate) remain viable and manage the staffing resource. The BSc and PG Dip students are registered on the respective version of each module for their level of study. Each cohort can include students undertaking HE study for the first time as well as highly motivated postgraduates engaging with research.

The Panel and Programme Team discussed at length how teaching and assessment is differentiated both by level and by discipline. The External Advisor had requested that further consideration be given to this differentiation, and feedback from discussions with the student group had indicated that teaching could sometimes feel disjointed. The students noted that was because the lecturers were trying to respond both to the needs of the varied specialisms within the cohort and to the range of levels and prior knowledge of students present in their particular class.

The Programme Team members endeavour to differentiate learning and are planning to introduce more work group activities following core lectures next year. Strategies include asking PG students to lead the subject groups in the Philosophy and Politics module to develop their leadership skills. Overall, the Team are moving to a more interactive than teacher-led approach.

The Panel recognised the challenges of teaching the diverse cohort and encouraged the Team to formally articulate and explore ways to manage the interdisciplinary approach to teaching.

- **Assessment**

As previously noted, the existing programme structure required students to complete 135 credits for their top-up. The student group had noted the heavy workload in comparison to competitor courses and the difficulties they had with balancing their studies with work and reflecting on their professional practice. The move to reduce the credit requirement to 120 credits for each programme would address this to some extent.

The students agreed that marking criteria were clear but had observed that there assessment was very essay based. They would very much welcome a more varied approach to assessment which would enable them to demonstrate a wider range of skills, for instance through OSCEs. The Programme Team noted these views and will endeavour to accommodate them subject to student numbers for OSCEs and specific activities. The Team are aiming to make the assessment more authentic and increase the use of formative assessment.

Both the Panel and the Student Group had observed that learning outcomes for the BSc and PG students were similar although at different levels and the need for greater differentiation between the preparation for assessment for the two groups was noted.

- **Student support**

The Student Rep system was working effectively and meetings with Module Leaders are in place. Students advised that they would also like to meet with HENCEL and Open Doors to broaden the rep system.

Some students had highlighted issues with accessing the Graduate Library and dyslexia support services when they are working full-time. This would be explored further via the Staff Student Liaison and Student Experience Committees and would be brought to the attention of the Education and Student Committee.

The School confirmed that improvements will be made to the Personal Tutoring system for the coming year to ensure contacts are firmly established.

- **Action planning**

The Reflective Review had outlined a number of objectives, many of which focussed on the short term. The Panel encouraged the Team to consider their objectives over a 3-5 year period, for instance the opportunities that may arise as nursing becomes an increasingly graduate profession.

It was felt that the Action Plan template could be improved to encourage more focussed responses and feedback would be given to Student & Academic Services to this effect.

(ii) **Specialist Community Public Health**

- **External funding and commissioning**

Following a period of growth government targets for Health Visitor training have been met but it is anticipated that student numbers should be sustained in line with the current government directive. Once the new standards have been published, future District nurse numbers will be known.

Whilst the programme pathways were relatively small their impact through connections with industry, research and other health disciplines were significant.

- **NMC Re-approval**

The programme had been validated in 2011 and would be undergoing NMC re-approval during 2015/16 once the new NMC standards had been released. As such the Programme Team had not proposed any revision to the current curriculum pending the changes that would be required by the NMC. However, the Team noted that the reflection and action planning they had undertaken in preparation for the periodic review had a valuable part of the continual enhancement of the programme. The Team would also seek to reduce the credits required for the programme from 135 to 120 credits through the NMC re-approval.

- **Staffing**

Over the past few years the Government emphasis on Health Visiting had increased student numbers. Staffing levels have recently been reviewed by the School in the light of requirements for all three disciplines and were found to be appropriate.

- **Placements**

Placement opportunities are well established and there are strong links with practice, although the Team advised that the upkeep of the mentor register was challenging.

Practice teachers are supported by a strong network and action learning sets. They assess student learning according to City's framework and keep in touch with the University via regular link contacts.

(iii) Primary Care (Practice Nursing)

- **External funding and commissioning**

Full funding from the Local Education and Training Board (LETB) (NW London) is continuing and additional student places have been requested for London this year. The main competitor is London South Bank however the Programme Team consider that City have a unique reputational lead.

The Programme Team are confident that there is potential for the programme to grow due to the commissioner commitment to develop the practice nurse workforce. A National Career Framework for Practice Nursing is due to be released soon.

- **Tower Hamlets Open Doors project**

The Programme Team advised that government funding for primary care is currently being sustained. The academic and clinical links between Tower Hamlets and the University continue to be strong and work is undertaken collaboratively. A number of students had published work based on the work undertaken with Tower Hamlets as part of the BSc programme.

- **Staffing**

The Senior Team acknowledge that staffing levels should be reviewed in the light of current and projected student numbers. The Government agenda to route Health Care England funding into primary care will result in an additional 80 students for London over the next two years. The School have approved two additional posts and there will be opportunities to offer some of the curriculum to related practitioners as CPD provision.

The Chair thanked the students, Programme team and Senior team for their engagement with the process and their contribution to the discussions during the day.

Stage 2 – PG Dip Primary Care (Practice Nursing)

In University Programmes Approval Committee (UPAC) had authorised the Panel to consider the Final Stage 2 Approval of the new programme alongside the periodic review of the existing BSc programme. The new provision had previously been considered by UPAC at Stage 1, and the School PARC at Stage 1 and 2.

The Panel reviewed the Stage 2 documentation provided by the Programme Team and discussed the following points:

- It was confirmed that the response to Stage 1 had been completed and signed off.
- The North London Trust had undertaken to provide additional numbers of students
- A business case had been written to request additional teaching staff to support the programme (to be in post in the next 3-6 months)
- A bid to HENCEL had secured £107,000 to support a fixed term post for advanced practitioner support for students to develop clinical skills
- Some additional work was required before the module specifications could be finalised. Revisions would need to be made to ensure consistency with other modules.
- The approach to teaching BSc/PG Dip students together in an interdisciplinary environment. Students were encouraged to work collaboratively with students from other related disciplines to mirror professional practice. The benefits of avoiding working in 'silos' within the profession to overcome breakdowns in e.g. safeguarding issues were noted.
- The Team were anticipating the first cohort to begin in February 2016 subject to the programme being approved.

Outcome of the review

The Review Panel confirmed that the development and review processes were robust and enabled and evidenced the following:

- A reflective, enhancement focused, peer- review process drawing effectively on internal and external expertise and including constructive and challenging discussion of the academic provision
- On-going educational development of the provision and the student learning experience including continued alignment with relevant benchmark standards
- Consolidation of areas of development and action planning in line with the University's Education & Student Strategy
- Promotion of student engagement within quality and enhancement processes including the use of student feedback and contributions during the development process, receipt of the reflective review by student participants ahead of the review, and contributions on the day both via Panel membership and the student meeting

The Periodic Review Panel considered that:

- **confidence** could be placed in the academic standards of the reviewed provision;
- **confidence** could be placed in the quality of the learning opportunities available to students.

PERIODIC REVIEW OUTCOMES

- **BSc (Hons)/Postgraduate Diploma in Public Health (Health Visiting, District Nursing, School Nursing)**
- **BSc (Hons) Primary Care (Practice Nursing)**

1. Commendations

The Panel **commended** the Programme Team on their:

- 1.1. Forward looking and proactive approach to programme development in the light of developing government policy in a complex area.
- 1.2. Good engagement with practice partners in developing programmes, building a good reputation and increasing funding for City University London provision.
- 1.3. Students who are commitment to their programmes, and for the quality of their achievement.
- 1.4. Published work on the evaluation of the effectiveness of practice nurse development and the Open Doors programme, and for encouraging students to publish their own work
- 1.5. High quality of core teaching which generates high module scores
- 1.6. Preparation of Practice Teachers for the Public Health Programme and the Action Learning Sets
- 1.7. Introduction of a student conference in the last week of the programme.

2. Recommendations

Recommendations for the Programme Team

The Panel made a number of **recommendations** for areas where enhancements could be made to the programmes. It was recommended that the Programme Team:

- 2.1. Reduce the BSc Public Health from 135 to 120 credits as part of NMC re-approval to address overlap and over assessment
- 2.2. Continue to monitor staffing levels to ensure they are adequate
- 2.3. Develop a flowchart for stakeholders showing the routes into programmes and the awards available
- 2.4. Review provision of pre-course and start of course information to ensure programme and timetable information is available to and accessible by students as soon as is reasonably practicable
- 2.5. Review the range of assessment types to ensure assessment is practice focussed, authentic and differentiated according to level.
- 2.6. Review options for supporting students in being able to find sufficient time for independent study.
- 2.7. Consider options for promoting to students the benefits of inter-disciplinary study and policy and ethics based study (for example by revising Programme/Module Specifications).

Recommendations for the University

The Panel made the following **recommendation** for consideration by the University. It is recommended that the University:

- 2.8. Reviews the University should review the provision of student support (e.g. in relation to specific learning needs) outside normal office hours to ensure reasonable availability to students

All recommendations must be responded to initially via a report to the School Board of Studies accompanying this report and in full via the one year on report. A copy of the report, initial response and one year on report will be submitted to Education & Student Committee following approval by the Board of Studies.

3. **Conditions**

While confirming its confidence in the current provision, the Panel requires that the Programme Teams meet the following **conditions** before 1 September 2015. The Teams must:

- 3.1 Develop a 3 year plan with specific proposed steps for programme development, e.g. development of master's level provision for the profession
- 3.2 Prepare a written policy setting out how separate levels will be established and maintained for induction, teaching, feedback and assessment where students working at different levels share classes, and ensure it is coherently followed by staff
- 3.3 Produce a separate Programme Specification for the Graduate Certificate and Graduate Diploma as alternative awards for students who already hold a nursing degree.
- 3.4 Review and clarify the APEL descriptions in relation to BSc Primary Care Practice Nursing and the BSc Public Health.

These conditions have been set in order to ensure that these programmes clearly demonstrate the maintenance of academic standards in accordance with QAA and University guidance.

This condition must be responded to initially via a report and action plan submitted to the Panel Secretary, who will liaise with the Panel Chair, and other Panel members as necessary. This response should be submitted to the Panel Secretary by 1 September 2015. The School's response (including the schedule of actions in place to meet the condition) will be received at the Board of Studies in the normal way for approval. It is expected that actions toward meeting this condition will be completed by the end of the current academic year, where it is not possible to meet the condition in this timeframe; the programme team are expected to provide a clear timeframe for completion.

STAGE 2 APPROVAL OUTCOME

• **Postgraduate Diploma in Primary Care (Practice Nursing)**

Final approval of the above award will be granted subject to the following condition for the Programme Teams to be met by 1 September 2015:

4. **Condition**

While confirming its confidence in the current provision, the Panel requires that the Programme Team meets the following **conditions** before 1 September 2015. The Programme Team must:

- 4.1 Prepare a written policy setting out how separate levels will be established and maintained for induction, teaching, feedback and assessment where students working at different levels share classes, and ensure it is coherently followed by staff.
- 4.2 Amend the Module Specifications in line with LEaD recommendations.

4.3 Reword the Programme Specification to specify the range of optional modules likely to be available, with a rider that this may depend on factors such as demand/staff availability.

This condition must be responded to initially via a report and action plan submitted to the Panel Secretary, who will liaise with the Panel Chair, and other Panel members as necessary. This response should be submitted to the Panel Secretary by 1 September June 2015. The School's response (including the schedule of actions in place to meet the condition) will be received at the Board of Studies in the normal way for approval. It is expected that actions toward meeting this condition will be completed by the end of the current academic year, where it is not possible to meet the condition in this timeframe; the programme team are expected to provide a clear timeframe for completion.

Secretary to the Review

Helen Fitch (Assistant Registrar, Quality)

Title: Periodic Review One Year on Report from the Charities Programme	
Author(s) Paul Palmer	Ute Spittler

<p>Key points:</p> <p>Charities Programme One Year on Report with the update on progress with actions arising from the Periodic Review</p>

<p>Publication: Open</p>

One year on report update on initial response to the PPR Panel's report			
No	Recommendations from PPR Panel	Initial response from Cass Board of Studies	Update on initial response
1	To revisit the marketing activities for the programme in order to ensure that the full range of benefits that accrue from taking the MSc Charities are being highlighted. Several students noted that whilst the 'best' thing about the courses was the network of academics, professionals and fellow students they made while studying, this did not come through in the marketing materials and would have been an added incentive to enrol.	We have incorporated the course professional staff team into the wider CCE professional team, allowing for the CCE staff member who looks after marketing to also take responsibility for marketing the courses.	The review of the marketing material is ongoing at present to ensure that the updated information reflects these benefits by October 2015. The NGO Management course information pages on the website, and the course brochure have been updated already. Students and alumni are included in all information sessions. The development of a alumni/careers service strategy is underway. Current second year students have suggested that a non-teaching programme to strengthen the links between the students from up to 3 different intake years in the specialist modules would be really useful.
2a	To revisit the structure and content of the programme: make explicit the justification of the programme's choice of credit structure. The panel queried the future of the programme's credit structure (where there are variants of 5, 10, 15, 20 and 30 credit modules) once City's standardised credit structure is adopted. The panel noted that the credits for each awarded were of higher number than usual: e.g. 200 credits for	The course has removed twenty credits from the programme. For the Postgraduate Diploma this meant restructuring the learning module and the policy module into a new 10 credit Learning and Understanding the Voluntary Sector Policy module. It has removed 10 credits from the Masters year by redesigning the Research Methods module. This has now created 120 credit Postgraduate Diploma and 180 MSc degrees (and a 60 credit PgCert in Grantmaking, Philanthropy and Social Investment). The course now fits into the	The changed structure has now been taught for the first academic year. Student's response to the changed modules at the start of the first and second year has been positive.

	an MSc.	standard academic year.	
2b	To revisit the structure and content of the programme: Consider following through the discussion about timely assessment feedback is often not provided for the next assignment so they cannot use this as feed-forward. The programme team noted that they had looked into changing the programme's structure to enable this.	The reduction of module credits has also enable a revised programme timetable which means students will receive the feedback from their first module assignments before submission of the next module assignment.	(Interestingly, students have still queried the 21 day turnaround period for the coursework marking). There may be additional changes to the credits for 2016/7 prompted by suggestions made by the External Advisory Panel in June 2015. These could result in standardising the structure of number of credits per module further.
3	To develop a strategy to improve the blended learning offer. The programme team already had several ideas about this. The panel appreciate that potential infrastructure changes would be required to enable the team to fulfil this recommendation.	The programme team will focus on developments required to implement this recommendation at the end of the next academic year as they “bed in” and reflect on the changes in the programme that are planned and have been enacted. This will be in conjunction with the wider business school and resource issues to support any recommended changes.	The programme has routinely booked Lecture Capture to provide better support to students. Technical and support issues have made this less successful than intended (e.g. the recording of the final part including an exam revision session on one of the modules was not set up correctly despite being booked on Service Now.) This is particularly problematic on a part-time programme taught in a modular format where students are in full-time employment, and often have family commitments which can impact on attendance.

	Update on Development Plan		
	Development Plan 1	Introduction of the new module in Social Enterprise. Following successful pilot in summer 2103 the new module was approved in October 2013 and will be offered from July 2014. An Alumni participant reflected that 'the Social Enterprise module was 'all inclusive', i.e. covered everything from the policy context to marketing, finance etc, also how to assess if your organisation was ready to be a social enterprise.'	The module ran in Term 3 of 2013/4 in the second year of the courses, after which it was reviewed. In the changed structure the module ran in Term 2 for 2014/5.

	Development Plan 2	<p>New module in Endowment and Asset Management for Charities. A pilot new 30 credit module will be trialled in January-July 2014. If successful the module will be validated in late 2014 to be offered as both a UK and international course in association with the taught philanthropy programme to create a revised certificate in Philanthropy and Endowment Management. A member of the External Advisory Panel observed that Andrew Pitt (former Head of Charities at Newton Investment Management) had also taught on the Charity Accounting course. He recently published research of direct relevance for the new module related to sustainable withdrawal rates for charities as well as the new Trusts (Capital and Income) Act 2013, coming in January 2014 – giving more flexibility to endowed charities to invest on a total return basis. The Course Director confirmed that it had been felt that there might be the need to add a sixth Philanthropy module which could focus more on financial/asset management. The existing grant-making course addresses grant-making issues such as mission related investment, social engineering and theories of change – in effect a greater focus on financial and social return, although it does also look at sustainable withdrawal rates for US Funds.</p>	<p>The module has been run as a short course offer through CCE for the second year now. We have decided for the present not to pursue seeking validation. The existing Voluntary Sector Financial Management module (one of the specialist module on the Charity Accounting and Financial Management course) now has sufficient Investment content.</p>
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	Development Plan 3	Formally progress recognition of and exemptions from the course with the Institute of Chartered Secretaries and Administrators (ICSA) so graduates past and present automatically receive the award of their Charity Management qualification.	Achieved. The eligibility agreement for the external qualification was signed. Students are advised how to apply for the Charity Management qualification when the transcripts are sent out after the Final Assessment Board.
	Development Plan 4	International developments. Initial discussions have begun with the Lilly Family School of Philanthropy at Indiana Purdue University about possible collaboration. Ideas have been mooted of exchanging faculty, a possible summer school in endowment management and joint research applications.	A meeting with the Lilly Family School of Philanthropy at Indiana Purdue University has been set up in July 2015 to explore this further.
	Development Plan 5	Further integration of the consultancy projects into the course as teaching aids.	There are on going discussion on criteria and suitability of project



**School of Health Sciences
Division of Nursing**

**Periodic Review One Year On Report for BSC (Hons) Nursing Studies
(Top-Up) incorporating Supporting and Assessing Learning in
Practice Settings, Return to Practice, Overseas Nursing and BSc (Hons)
Health Sciences (terminating programme)**

The Periodic Review event for the above programmes was held on 14th May 2014.

The Team would like to thank the review panel for their wise feedback on the strengths and areas where enhancements might be made to the programmes.

The panel **endorsed** several areas of good practice within the programmes, namely:

1. *Rationalisation of the module offering.*
2. *Implementation of the compulsory Biological Concepts module.*
3. *Work done with the current programme representative.*
4. *Support for academic skills for students returning to study.*
5. *The approach taken to blended learning.*

The panel also commended the particular strengths following aspects of provision:

1. *The programme team's responsiveness to a fluid market.*
2. *The Online Common Room and marked discussions.*
3. *The choice and flexibility within the provision.*
4. *Support for occasional students.*
5. *Responsiveness to student feedback and the timeliness with which this is undertaken.*
6. *The role and use of the CPPD Assessment Forum and Advisory Panel.*
7. *The introduction of dissertation prizes and support for students through to publication.*
8. *Online module leader handbook.*

Conditions

One condition was required of the programme team, which was to

Ensure consistency of credits, terminologies and assessment content/ length in module specifications, programme specifications and student-facing information.

Response: The Programme director and CPPD manager have reviewed all module specifications currently used by the programmes for consistency of terminology and assessment content and length. Student facing language has also been reviewed. Where necessary changes have been made, these have been taken through both the School of Health CPPD assessment forum and Board of Studies as minor amendments. The programme specifications (including changes to the Return to Nursing and Overseas Nursing Programmes) and will pass through Board of Studies at the June 2015 meeting.

Recommendations

A number of recommendations were made to aid enhancement of the programme. These are addressed below:

Recommendation 1: Present a SWOT analysis in the form of a table in future reviews to aid reflection and use as part of Annual Programme Evaluation to reflect the need for continued responsiveness to a changing market.

Response: A SWOT analysis (Appendix1) was prepared by the departing Programme Director and the incoming Programme Director and has been used as the basis for APE preparation and shared and influenced by the programme team at Programme Management Team meetings. This action plan is reviewed on a termly basis by the Programme Management Committee, with further SWOT analysis to be conducted once per year. .

Recommendation 2: Review the inclusion of professional ethics as an explicit theme running as a common thread through the provision including working with vulnerable people, challenging questionable practice in appropriate and professional ways, and advocating for patients.

Response: The Programme Director and Module leaders have reviewed each core module for evidence of professional ethics as a substantive theme and are satisfied that this is evident within the modules. The programme specification (Appendix 2) has been altered to demonstrate and clarify the ethical context of the programme and its content. Module content will continue to be reviewed yearly in response to developments and contemporary issues in ethical nursing practice. Module

leaders in the optional module provision have also been reminded to review their modules each year to aid updating of content.

Recommendation 3: Consider options for keeping dormant students engaged including access to resources and regular updates.

Response: The Programme Director has worked closely with the Senior Programme officer to identify those students who are running out of time to complete their BSc studies. To enable this a termly spreadsheet demonstrating those who are in danger of running out of time has been developed, showing red (will run out of time this term), amber (one year left to complete) and Green (on track for completion on time). This enables targeted personal contact and discussion with those students requiring either an exit award or transcript, or encouragement to complete on time. Students who are rated as amber or red will be invited to discuss their options with the programme director at a keeping in touch event, or through personal tutorial. Emails are sent out regularly by our Programme Team and School Planning and Information Analyst to students who have not taken a module in the past year, to remind them of their studies and encourage them to continue studying. Additionally, targeted messages via Moodle have been sent to request students discuss their progress with their route leader or programme director to promote further staff engagement with module choices and study planning.

Recommendation 4: Work with the University to look at flexible self-funding options.

Response: This has been discussed in several meetings of the CPPD forum, with a ground swell of support for offering flexible payment opportunities. This matter has been taken up by the Associate Deans for Undergraduate Studies and Workforce Development, and Education Quality and the Student Experience, working with the school administrative and Finance teams, however there has been no agreement on this issue within the Central University.

Recommendation 5: Review information available to prospective students as part of the planned review of marketing.

Response: New promotional materials (A4 flyers) have been developed in collaboration with the SHS marketing team, which identify the range of programme pathways and post-registration options for diploma-qualified nurses wishing to undertake degree level studies, including the BSc (Hons) Nursing top-up programme. These have had a good reaction at external marketing events and study days from prospective students. These are being used alongside the previous A5 flyers which are mostly being used to target nurses within our Partner Trusts. Additionally the BSc (Hons) Nursing Team regularly take part in marketing activities at National and Local Nursing conferences and events. A new CPPD brochure is in development, which will support these activities.

Recommendation 6: Work on ways of improving students' use of extenuating circumstances; perhaps in partnership with the Students' Union and Student & Academic Services.

Response: The School is currently reviewing its provision of services and information for students under the banner of the 'If things go wrong' project. This is aimed at improving the quality of advice to students on issues such as requiring extensions and deferral for extenuating circumstances. This will form an important link within the online handbook and student resources. All SHS staff and student representatives have had the opportunity to comment on this provision.

Recommendation 7: Develop ways of maintaining formal engagement with alumni such as through on-going access to resources and work with the Alumni Relations Office.

Response: At present there is no formal engagement between the school and its alumni other than broader membership of the Alumni Society. Smaller scale initiatives such as distributing newsletters to affiliated NHS Trusts, and past 'occasional' students who have studied individual modules with City University London are taking place with the assistance of the School Planning and Information Analyst, and marketing team using the alumni information.

A discussion with the University Alumni officer has identified almost 2000 registered nurses who have undertaken diploma level study at City University. Working together with the Alumni office and School Marketing officer an alumni event is being planned. The group targeted will be diploma qualified nurses who have previously studied at City University, and the aim for them to consider further study on the BSc (Hons) Nursing Studies Programme. Crucially this will allow us to also consider 'Linked In' and Facebook profiles for our previous students to keep them in touch with the University as well as providing an opportunity for networking.

Recommendation 8: Consider how the breadth and variety of the assessment diet can be maintained across different routes.

Response: The CPPD Assessment Forum has now been in place for two years in response to External Examiner comments in relation to the relationship between module assessment specifications and learning outcomes. This forum has been commended elsewhere in the Periodic Review report. All new assessments, or changes to assessments are reviewed and agreed by the CPPD Assessment forum before their implementation in a module. Agreement to changes will be on the basis of what assessments are currently available to students in that pathway or general route to ensure that there is no undue bias toward certain types of assessment format, as well as the assessment being fit for purpose and offering a valid assessment of the learning outcomes. Since implementation of the group, there have been no further issues arising from External Examiners about assessments within the Programme.

Recommendation 9: Consider the function of technical 'pass/fail' elements such as the supervisor nomination form and articulate this clearly in programme documentation.

Response: This item pertained to one module, the CH3020 'Supporting and Assessing Learning in Practice Settings', where the supervisor nomination form was wrongly listed on the assessment schedule as a pass/fail element. Paperwork for module CH3020 has since been reviewed and the supervisor nomination form removed from the assessment schedule and all written advice to students undertaking the module. This form is now described as a pre-requisite for assessment submission.

Recommendation 10: Ensure students using articles appraised in 'Using research knowledge' in their dissertation understand how what they are being asked to do is different in the dissertation element.

Response: The module and assessment specifications have been reviewed for similarity and there is little overlap except for the need to critically analyse literature using a recognised analytic tool. It is clear in the assessment schedules that there is a different scale of literature needed for both of the assessments. Dissertation supervisors are aware of the differences between the assignments and are able to guide students appropriately through the assessment strategy and keep them on track throughout the process of writing this work. The module leader for the NM3271 has recently changed, so there will be inevitable differences in the taught workshop sessions, which might also reinforce the different nature of the assessments.

Recommendation 11: Consider how you can make explicit how the provision reflects contemporary debate, research and policy; noting regular revision to of materials will be beneficial for marketing.

Response: Module leaders were asked to identify where their modules reflected contemporary practice. A review of these areas satisfied the team that these were indeed addressed within the module specifications. However the programme specification was vague about the broader contemporary issues that shape the programme. Therefore the programme specification has been amended to reflect current issues in nursing, and this will be updated each year to ensure that relevant areas are foregrounded, rather than making many changes to many module specifications. However, content and learning outcomes will continue to be reviewed regularly yearly.

Recommendation 12: Develop engagement and relationships with employers.

Response: The Programme Director and members of the team are active members of the CPPD Advisory Board which is attended by key Trust and Independent sector colleagues. The Programme has a presence in the Mentorship forum, where issues of mentor preparation are discussed, as well as the Practice Advisory board, where issues affecting both pre-registration and post-registration

(CPPD) students are aired. Finally, Link Lecturers often have an awareness of post-registration learners in practice, especially where students are undertaking specialist clinical or mentorship studies. Furthermore relationships at strategic level are further bolstered by regular trust-based meetings where the university is represented by the Director of CPPD and Associate Dean for Undergraduate Studies and Workforce Development.

Recommendation 13: Consider further options for succession planning for student representation in light of the successful year this year.

Response: Two new programme representatives have volunteered to take on the role of student representative for 2014-5. They have been offered training by the Student Union to assist their roles, but so far have been unable to take this up due to their study schedules. Both have been invited to Programme Management Committee meetings although so far this academic year we have only managed to have attendance at one meeting. Student representation will continue to be a focus for the Programme team.

Appendices

1. SWOT analysis and action plan compiled in response to periodic review
2. Programme specification for 2015-6

Appendix 1: SWOT analysis and initial action plan

Preamble

The BSc (Hons) Nursing Studies Programme is a well-established top-up degree aimed at nurses possessing a Diploma in Nursing. The programme utilises a modular and flexible approach to study, with ten potential routes available. Having recently taken on the role of Programme Director, and mindful of the outcomes of the Periodic review, this review and action plan, devised in conjunction with Dr Jitka Vseteckova aims to identify the areas of strength, weakness, opportunity and threat in order to plan for the next twelve months and beyond. Some of the areas identified below are beyond the scope of the Programme Director, and form part of a wider agenda at Senior Management level. However the SWOT analysis highlights also the maintenance of key targets and strengths, and development of opportunities.

SWOT Analysis

Strengths

- Relevance of programme and modules to practice (linking theory to practice)
- Flexibility of programme in mode of attendance – face to face, blended and online learning opportunities
- Start points in both Autumn and Spring term with induction
- Specialist modules designed for those working in the field – no placements required
- Approachability of staff and programme Director
- Enthusiasm of lecturers for their subject
- Clinical credibility: A wide range of expertise including visiting lecturers currently practising
- External examiners are all from programmes with the same standing as City University London
- Rationalised module offerings have created a range of routes through the BSc (Hons) Nursing Programme
- Recognised and supported as relevant CPPD by employers
- Compulsory modules in Contemporary Issues and Biology attend to current societal concerns in these areas.
- Programme is supported by extensive student centre services.

Weaknesses

- Students do not always feel part of the main City University London student body
- Low survey take-up due to admin mix-ups and lack of clarity around who should be targeted for Voice, 1, 2 and NSS
- Part time study may lead to a lack of peer support
- Cancellation of modules has occurred over the last couple of years – due to changes in personnel
- Poor attendance at Programme Management Team meetings by academic staff (possibly due to timing of meetings)
- Inclusion of professional ethics as an overarching theme is not uniform or evident throughout programme specifications

- Student representation is haphazard and requires more vigorous promotion by module, route leaders as well as Programme Director
- Limited diet and scope of assessment methods across the programme
- Cumbersome to track students via BL query as each must be viewed individually
- Some modules are run by Visiting Lecturers, their developmental needs within the programme have not traditionally been addressed, e.g. Moodle, University Updates, Inductions, because of time restrictions and availability.
- Lack of availability of teaching evaluation data across the programme to monitor teacher performance
- Slow return of student module evaluation feedback makes modules and routes causes a lag in implementing change
- Piecemeal marketing strategy with limited information available that gives a true indication of the Programme, or students' experiences of studying on it.
- Wider divisional staff are less familiar with what is required to gain the BSc (Hons) award.

Opportunities

- Opening up new markets for students, e.g. overseas nursing programme, return to practice and mentorship within GP surgeries opens up opportunities for a wider range of nurses to join the programme
- Integration of the Return to Practice and Overseas Nursing Programmes within the BSc (Hons) programme raises student awareness of options for study post-qualification
- Paying of fees by further instalments may help to lighten the financial load for those students responsible for paying their own fees.
- CPPD Newsletter has potential to reach a wider audience of potential students, and should be distributed more widely by link lecturers
- Opportunities to grow wider team support for promotional activities such as open days and jobs fairs.
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Threats

- Funding of programmes by NHS Trusts piecemeal, bringing more self-funding students
- Uncertain levels of commissioning mean smaller modules may not run
- Practice Advisory Board is the only forum where the Programme Director communicates directly with Educational Leads
- Online Applications and Registers – lack of communication with Programme Director, leading to students being missed or lost.
- Low survey engagement by students
- Changing administration staff who do not understand the programme specification, and from whom there are differing responses to student queries. Especial risk whilst new Programme Director is settling in.
- Lack of Emergency Care route may send potential candidates elsewhere.

From Periodic Review Action Plan

	Issue and intended impact	Evidence	Action	Due Date	Responsible / Monitor	Met?	Comments
	<p>Development of a revised programme management structure following introduction of new routes and combination of programmes (e.g. BSc Health sciences, mentorship)</p> <p>Clear delineation of roles and responsibilities to ensure greater clarity for students, NHS Trusts, academic and Professional Services staff.</p>	Periodic review action plan	Inclusion of new specialist routes, greater involvement of module leader for mentorship and staffing changes in the School of Health Sciences	Sept 2014	Programme Management Team (PMT)	Yes	JM has taken over as Programme Director for BSc Nursing Studies and the terminating BSc Health Sciences. MB still associate PD
	<p>Reduce Module cancellations – elaboration of the current process in place to address the risks and how student, Trust and Partner expectations are managed.</p> <p>Module cancellations minimised as much as possible. Students and Trusts are notified of module cancellations in a timely way.</p>	Periodic review action plan / CPPD advisory board	<p>Discussion at CPPD advisory forum. Closer and timely liaison with trusts and practice educators is required via Programme officers where modules are cancelled at short notice, or not available in a term when they would be otherwise expected to run via the CPPD. Updates at Practice Advisory Board meetings (bi-monthly) and CPPD Advisory Board meetings (termly).</p> <p>Monthly resourcing meeting with divisional lead to flag up any known shortfalls within the programme.</p>	Ongoing	SPO/ Vanessa Clarke / DL		

	Issue and intended impact	Evidence	Action	Due Date	Responsible / Monitor	Met?	Comments
*	<p>Forward thinking of the market position of the programme, what are the unique selling points in comparison to our competitors, and long-term viability of the programme</p> <p>To enhance the profile of the programme and its modules with current students, NHS trusts, the LETB, Independent sector health care providers.</p>	<p>Periodic review action plan/ Periodic Review Feedback point 1.</p>	<p>SWOT analysis to determine strengths and weaknesses. Promotion of the programme at relevant Trust-led events as well as national jobs fairs. Participation in CPPD advisory forum and Practice Advisory Board committees.</p>	31/10/15	PD/ PMT / Programme manager CPPD	Yes	
	<p>Monitor the effectiveness of the CPPD Assessment Forum</p> <p>Ensure that all assessment guidelines are aligned with their module specifications. Examination papers are internally moderated before going to the external examiner.</p>	<p>Periodic review action plan</p>	<p>CPPD assessment forum meetings Feedback from module leaders</p>	Ongoing	<p>Programme manager CPPD / Assessment forum</p>		<p>Role of these forums commended in Periodic Review Outcomes</p> <p>New leadership for 2015-6</p>
	<p>Uptake of online modules has been low to date, and there is a blended approach to learning within the programme.</p> <p>Online module uptake increases and is sustained,</p>	<p>Periodic review action plan</p>	<p>Better marketing of the online offer. Leadership and Managing change modules to form the core modules of the Leadership and managing change route for the BSc Nursing Studies.</p> <p>Further promotion of the CH3020</p>	Sept 14	PD/ CPPD manager	partial	<p>CH3045 had 50% increase in student numbers in January 2015 (n=4 rather than n=2) CH3044 – 1 student in PRD2 CH3020 – steady</p>

	Issue and intended impact	Evidence	Action	Due Date	Responsible / Monitor	Met?	Comments
			Supporting and Assessing Learning in Practice Settings (online) module for potential mentors, as this will often be the first CPPD module for many RNs				state of applications >20
	To date, student participation in the Your Voice and NSS (National Student Survey) has been poor. Ensure student population data for participating in surveys is improved leading to improved participation in the Your voice 1 & NSS surveys	Periodic review action plan	Improved communication between Quality team, SPO and PD. PD to discuss sampling strategy with quality team to better understand timescales and sampling process.	March 2015	PD / Quality Team / SPO	yes	Data collected, awaiting results as of 05/15
*	Limited diet and scope of assessment methods across the programme. The assessment strategy across the programme utilises a similar range of assessments To utilise a broader range of assessment strategies.	Periodic review action plan / CPPD Assessment forum / Point 8. Periodic Review feedback	Review assessments at the CPPD assessments forum for suitability and student facing content. Assessment forum to suggest alternate forms of assessment where appropriate	Sept 2014	CPPD manager / assessment Forum	yes	Assessments have been reviewed and new assessments scrutinised in the CPPD assessment Forum.
	Decrease in student numbers for the BSc Health Sciences programme and the development of a new specialist route in Leadership and Change management for the BSc Nursing Studies.	Periodic review action plan	To cease recruiting for this programme and to terminate provision once current students are completed.	1. programme closed to new applicants for 2014-5	PD	Yes	BSc Health sciences now closed for new applications. Students currently enrolled will complete by Summer 2017 at the latest.

	Issue and intended impact	Evidence	Action	Due Date	Responsible / Monitor	Met?	Comments
				2. Programme terminates 2017			
	Addition of four new specialist routes to increase the profile of the programme and offer a better selection of specialist routes to students and to commissioners	Periodic review action plan	Routes now in place	Sept 2014	PMT	yes	All routes now open to students
*	<p>Develop a strategic approach to marketing of the programme and the modules (as CPPD)</p> <p>To improve student numbers and increase the profile of the BSc Nursing Studies and the modules to a wider audience</p>	<p>Periodic review action plan/</p> <p>Point 5. Periodic review recommendations</p>	Discuss options for new promotional materials and programme representation at external events with marketing team.	ongoing	PD/ CPPD manager / Marketing		12/9/14 Discussion of marketing strategy for BSc Programme with Raffi Cuccia, Julie Attenborough and Maria Dingle. Raffi is scoping out new marketing resources/materials with Alison Curtis
*	<p>Clearly articulate the process for extending the period of study:</p> <p>To improve progression of students through the programme and decrease the number of dormant students.</p>	<p>Periodic review action plan /</p> <p>Point 3. Periodic review</p>	<p>Consider options for keeping dormant students linked in to new developments and modules running.</p> <p>Consider Moodle use during dormant periods.</p>	From Sep 14	PMT /PD / Team		<p>Regular emails to students at end of their registration period. Also flagged up on Moodle.</p> <p>Newsletter/ email to</p>

	Issue and intended impact	Evidence	Action	Due Date	Responsible / Monitor	Met?	Comments
	Consider options for keeping dormant students engaged, including access to resources and regular updates	recommendations	Review advice to students Regular newsletter for all students / dormant students to be sent out as a mailshot/delivered to Trusts. Consider inviting students to keeping in touch events.				be sent out to dormant students.

Periodic Review Recommendations

	Issue	Evidence	Action	Due Date	Responsible	Met?	Comments
*	Ensure consistency of credits, terminologies and assessment content/ length in module specifications, programme specifications and student-facing information	Periodic Review Condition	Review of all programme and module documentation to ensure consistency	Sept 14	CPPD Prog. manager / PD (JM & JV)	YES	Work completed Jun/July 2014
	Review the inclusion of professional ethics as an explicit theme running as a common thread through the provision, including working with vulnerable people, challenging questionable practice in appropriate and professional ways, and advocating for patients.	Point 2. Periodic review recommendation	Discuss at PMT, Module leaders to review module specifications and content for professional ethics content, updating content where required.	Feb 15	All Module Leaders / PD	yes	Module specs have been reviewed and decision taken to update Programme specification yearly to reflect this content and submitted to BoS

							for June 2015.
	Work with the university to look at flexible self-funding options	Point 4. Periodic review recommendations / Practice education meetings	Discussed at CPPD advisory forum. Viability of paying in instalments to be explored	ongoing	Senior admin team/ CPPD manager	No	This has been discussed at School and EXCO level. The University has no immediate plans to offer staged instalments of fees.
	Use of extenuating circumstances not always appropriate: work on ways of improving students' use of extenuating circumstances: perhaps in partnership with the Students' Union and Student and Academic Services.	Point 6. Periodic review recommendations	Revise guidance for ECs within the programme handbook. Module and Route Leaders to reiterate processes	June 2015	ADE/ PD/ All module leaders / CPPD manager	Ongoing – not yet implemented	'When things go wrong project' is addressing this issue within the school. PD has provided feedback.
	Develop ways of maintaining formal engagement with alumni such as through ongoing access to resources and work with the Alumni Relations Office.	Point 7. Periodic review recommendations	Advertise upcoming University events, and links with student union activities such as Moodle and web pages.	June	PD / CPPD manager	Partially – need established	Discussion with Alumni office and marketing – now exploring feasibility of alumni event for past diploma students to top up to degree. Channels for communicating with ex-students agreed, although broader school alumni strategy needed.

	Consider function of technical pass/fail elements such as the supervisor nomination form and articulate this explicitly in module documentation	Point 9. Periodic review recommendations	Remove requirement for supervisor nomination form as an assessment element. PO/SPO to remove element from SITS.		JM – CH3020 Module Leader.	Yes	Item removed from assessment schedule. Now a condition of submission.
	Ensure students using articles appraised in 'using research knowledge' in their dissertation understand how what they are being asked to do is different in the dissertation element.	Point 10. Periodic review recommendations	Discuss with EMcK and review assessment criteria and advice	October 2014	PD / Eamonn McKeown	Yes	Discussed with EMcK.
	Consider how you can make explicit how the provision reflects contemporary debate, research and policy; noting regular revision of materials will be beneficial for marketing	Point 11. Periodic review recommendations	Review of Module specifications and module content. Contemporary aspects to be highlighted in these.	Feb 15	PD / All module leaders	Yes	Module specifications reviewed Jan 2015. No changes to module specs but programme spec updated and will be updated yearly to reflect contemporary issues across the programme.
	Develop engagement and relationships with employers	Point 12. Periodic review recommendations	CPPD advisory and Practice Education Board committee meetings with Trust representatives.	ongoing	PD/ CPPD manager / ADs	ongoing	Regular levels at strategic and operational levels of practice.
	Consider further options for succession planning for student representation in light of the successful year this year	Point 13. Periodic review recommendations	Year 1: Follow up induction call for student representatives with visits to class room to ask for volunteers. Year 2 & 3: ask Route Leaders to identify students to be approached as	October 2015	PD	yes	Year 1: Representative is Amanda Cankteen Year 2: Year 3:

			potential representatives.				BSc Health Sciences: Natalie Knight However, limited engagement from reps over the year – unable to attend programme management team meetings.
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**Joint University Periodic Review and NMC Re-Approval Event for BSc Honours
and Postgraduate Diploma Midwifery Programmes**

One Year On Report

The University and NMC Panel met on 23 April 2014 to review and approve the BSc Honours and Postgraduate Diploma programmes.

The Panel required the programme team to meet three conditions and three recommendations. The deadline to meet the conditions was by 21 May 2014, and programme team were advised to address the recommendations initially ensuring these are reported in the full one-year on report to Board of Studies.

- a. The programme team have addressed the three conditions as noted below by 21 May 2015:

Conditions	Response
1. Review of two biology modules MW2001 and MW3003 as they are at different levels but have identical learning outcomes.	Completed - The Module Leader for the Biology modules has addressed this condition by ensuring learning outcomes for MW3003 (Postgraduate Diploma programme) are at level 6. Please refer to the MW3003 module specification
2. Provide mapping of all NMC essential skills to the Practice Assessment Document for both BSc and PG Diploma (standard 15).	Completed – NMC Essential Skills have been mapped to the Practice Assessment Document (PAD) for both BSc and PG Diploma programmes. Please refer to the attached Essential Skills Mapping document.
3. Review programme specifications and supporting documentation to ensure consistency and correct inaccuracies.	Completed – Programme and module specifications for both programmes have been reviewed to ensure consistency and correct inaccuracies. Please refer to revised programme and module specifications for both programmes.

- b. The programme team have addressed the three recommendations as follows:

Recommendations	Response
1. Make explicit in student facing documentation how the compassion in practice philosophy features within the curriculum.	Completed - Statement has been added to both programme specifications and all module specifications to explicitly inform student how compassion in practice philosophy features within

	the curriculum
2. Review learning outcomes to ensure they are measurable.	Completed – As part of annual scrutiny of programme and module specifications the Programme Team reviewed the learning outcomes to ensure these are measurable through summative and formative assessments.
3. Consider how you can support students within the first few months in feeling confident in raising any concerns they have on placement and how you might monitor on-going effectiveness of the support.	<p>Completed - Raising concerns about placement is discussed with students prior to starting placement as a part of the preparation for practice. It is made clear to students who their points of contact are within the Trusts and University, including the roles that these members of the team have.</p> <p>Students return to the University for Campus Based Skills and reflection sessions during their placement time, and each day commences with a reflection on practice. This is also an opportunity to raise concerns that are fed back to the Clinical Practice Facilitators in the Trust in question.</p> <p>Students are made aware, as part of a wider discussion related to professional behaviour that they have a responsibility to raise issues of concern, and that these will be taken seriously and addressed.</p> <p>A Staff Student Liaison Committee (SSLC) chaired by the Lead Midwife for Education (LME), meets each term, which is attended by Clinical Practice Facilitators, and student representatives from each cohort. This is a formal forum for practice issues to be raised, discussed and monitored. This mechanism enables the relevant CPF and link lecturer to develop an action plan to address concerns raised.</p> <p>Issues raised by students will further be discussed at the termly Midwifery Advisory Board chaired by the LME, which is attended by Trust partners including Heads of Midwifery and Consultant Midwives.</p> <p>The Agenda for this board includes an item considering issues raised previously at the SSLC.</p>
4. The university is to work in partnership with practice placement providers to monitor the accuracy and currency of mentor registers and to ensure the completion of placement audits complies with NMC requirements.	<p>Completed - The Programme Team have addressed this as follows:</p> <ul style="list-style-type: none"> - Mentor Registers and Placement Audits are Standing agenda item Midwifery Advisory Board (MAB) and on the Practice Advisory Board. <p>The Programme Team proposes that:</p>

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| | <ul style="list-style-type: none">- A column has been added to Live Mentor Registers to identify 'Out of Date' Mentors that do not assess students until they are back 'in date'.- In collaboration with Trust Partners an audit database is currently in development to outline all areas that require an educational audit with dates and ownership. This tool will be shared with the other HEIs that share midwifery placement arrangements with City University London. This activity will be monitored by the Midwifery Advisory Board. |
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Judith Sunderland, Programme Director/Lead Midwife for Education
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4 June 2015

