UNIVERSITY QUALITY COMMITTEE

SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY
STANDING PANEL 1999/2000

Academic Approval Record (Reference 1003)

Recommendation to University Quality Committee

This was a conjoint activity of the University and English National Board for Nursing, Midwifery and Health Visiting. The Standing Panel was asked to Review and Revalidate the Bachelor of Nursing/ Bachelor of Midwifery and the ENB Framework of Professional Awards. The English National Board for Nursing, Midwifery and Health Visiting considered modifications to an existing approval, under the Annual Monitoring and Review procedures.

The Panel is pleased to recommend to University Quality Committee approval of the following provision:

Bachelor of Nursing (Hons)/ ENB Higher Award
Bachelor of Midwifery (Hons)/ ENB Higher Award
ENB Awards
Linked Diploma of Higher Education Awards
BSc (Hons) in Clinical Nursing Practice
BSc (Hons) in Clinical Midwifery Practice

In support of this recommendation, the Standing Panel provides the following report of its considerations, and is aware that the recommendation remains provisional until received, considered and ratified by the University Quality Committee.

Summary of proposal

CD/AD Reference No: 935

Existing Award Title(s):
Bachelor of Nursing (Hons)/ Bachelor of Nursing with and without ENB Higher Award
Bachelor of Midwifery (Hons)/ Bachelor of Midwifery with and without ENB Higher Award

New/ Award Title(s):
BSc/ BSc (Hons) in Clinical Nursing Practice (including new joint Palliative Care route with Compton Hospice)
BSc/ BSc (Hons) in Clinical Midwifery Practice

Existing Interim Award Title(s):
Diploma of Higher Education in Acute Adult Care
Diploma of Higher Education in Continuing Care
Diploma of Higher Education in Critical Care
Diploma of Higher Education in Child Care
Diploma of Higher Education in Mental Health
Diploma of Higher Education in Professional Nursing Studies
Diploma of Higher Education in Palliative Care (joint programme with Compton Hospice)
Diploma of Higher Education in Women’s Health

Plus the following ENB Awards:
ENB 100, ENB 124, ENB 136, ENB 183, ENB199, ENB 219, ENB 298, ENB 338, ENB 346, ENB 405, ENB A21, ENB A24, ENB A25, ENB A26, ENB A30, ENB A45, ENB A53, ENB 8103, ENB 903, ENB 906, ENB 928, ENB 931, ENB 941, ENB 970, ENB 978, ENB997, ENB 998, ENB N05, ENB N09, ENB N11, ENB N26, ENB N31, ENB N49, ENB N33, ENB R01, ENB R08

New Interim Award Title(s):
Diploma of Higher Education in Learning Disability
Diploma of Higher Education in Midwifery

New/Existing Subject Title(s):
None

Existing Collaborative Link(s):
Diploma of Higher Education in Palliative Care (joint programme with Compton Hospice)

New Collaborative Link
BSc/ BSc (Hons) in Clinical Nursing Practice (including new joint Palliative Care route with Compton Hospice)

Nature of Collaborative Link:
Joint programme

New modules for validation:

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<td>Loss of Expectations in Childbearing</td>
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<td>Organisation and Management of The Maternity Services (Contributes to the ENB A26)</td>
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<td>Contemporary Women’s Health Issues (Contributes to the ENB A45)</td>
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<td>Sexuality &amp; Personal Relationships for People with Learning Disabilities</td>
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<td>The Nurse’s Role in Sexual Education of People with Learning Disabilities</td>
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<td>Process of Child Protect for Health Care Providers</td>
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<td>Professional Knowledge in Diabetes Care – ENB 928</td>
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<td>The Reality of Ageing (Contributes to the ENB 298 &amp; 941)</td>
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<td>Professional Issues Relating to the Care of People with a Dementing Illness (Contributes to the ENB N11)</td>
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<td>Continence Provision in the Clinical Setting</td>
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<td>Empowerment in Work-Based Learning</td>
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<td>Facing Loss: The Challenge in Palliative Care (taught by SNM, &amp; by Compton Hospice)</td>
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<td>Critical Care Nursing (Contributes to ENB 199, 124 and 100)</td>
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**Existing modules:**

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<td>MI2020</td>
<td>ENB 903 Foundation Course in Family Planning and Reproductive Sexual Health</td>
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<td>ENB103 Sexual Health- Social Health Pathology and Screening</td>
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<td>ENB103 Sexual Health- Gender Legal and Professional Issues</td>
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<td>Community Health &amp; Social Care: Principles for Practice</td>
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<td>Severe Learning Difficulties and Challenging Behaviour</td>
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<td>Values &amp; the Person: Ideas that Influence Nursing and Midwifery Practice</td>
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<td>Professional Relationships: Influences on Nursing and Midwifery Practice</td>
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<td>Influences on Nursing and Midwifery Practice: Media Perspectives</td>
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<td>Promoting Community Health</td>
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**Other modules to be available as optional choices:**

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<td></td>
<td>MI2026)</td>
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<td>NH2006</td>
<td>Alcohol and Substance Misuse (replaced by NH2288)</td>
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<td>NH2008</td>
<td>ENB 993/939 Care of People with Mental Illness / Mental Handicap in the Community</td>
<td>2</td>
<td>30</td>
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<tr>
<td></td>
<td>(replaced by NH2171)</td>
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<tr>
<td>NH2009</td>
<td>ENB998 Teaching and Assessing in Clinical Practice for Nurses (replaced by NH2287)</td>
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<td>NH2035</td>
<td>ENB 970 Introductory Course on Principles of Child Protection (replaced by NH2285 &amp;</td>
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<td>NH 2286)</td>
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<tr>
<td>NH2051</td>
<td>ENB 901 Family Planning in Society (replaced by MI2020)</td>
<td>2</td>
<td>25</td>
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<tr>
<td>NH3039</td>
<td>Management and Communication in Teaching and Learning (replaced by NH3137)</td>
<td>3</td>
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Where there is a continuing market, level 2 modules will remain in the School portfolio. The School will keep the demand for level 2 modules under review to ensure viable numbers.

**Date of Review**

The next review of the Bachelor of Nursing/ Bachelor of Midwifery/ BSc Clinical Nursing Practice/ BSc Clinical Midwifery Practice and the ENB Framework of Professional Awards. is scheduled to take place by the end of 2004/5 academic year. The programme will continue to be subject to annual monitoring and review by the ENB. During 2000/2001 it is anticipated that placement visits will be made by ENB

**Details of Panel and Participants**

**Standing Panel: School of Education, and School of Nursing and Midwifery**

**Academic Year:** 1999/2000

**Chair:** Dr Paul Kirk (School of Health Sciences) **Officer:** Mrs Stella Walsh (CPU, Registry)

**Standing Panel Membership**
- Mr James Avis (School of Education)
- Mrs Jackie Collins (School of Health Sciences)
- Mr Bill Daly (School of Nursing and Midwifery)
- Mr Mike Goodwin (Work Based Learning Management Unit)
- Dr Glyn Hambrook (Director of Studies- Registry)
- Mrs Gill Hughes (Learning Resources)
- Mrs Lorraine Ingleston (School of Nursing and Midwifery)
- Ms Mary Keating (School of Humanities, Languages & Social Sciences)
- Ms Debbie Richardson (School of Health Sciences)
- Mr David Stoker (School of Education)
- Dr Bob Thomas (School of Health Sciences)
- Mr Harvey Woolf (Deputy Chair) (Collaborative Academic Developments)

**Standing Panel members designated to review the provision:**
- Dr Paul Kirk
- Mrs Jackie Collins
- Dr Glyn Hambrook

**Subject/Award Team Representative(s):**
- Ms Anne Cysewski, (Acting PL, Midwifery- SNM)
- Mr D Cleft (Chair of Black Country Education & Training Consortia, Burton Hospital)
- Seth Crofts (Associate Dean, Academic Operations, SNM)
- Mrs Lesley Dudley (Key Proposer & Award Leader- SNM)
- Ms Marcia Edwards (Award Leader ENBA26, SNM)
- Mrs Fiona Foxall (Subject Leader-Adult/ Acute SNM)
- Mr Luke Gallacher (Award Leader, Pre-Registration- SNM)
- Mr Marek Hammond (School Administrator- SNM)
- Ms Sue Harris (Project Support Facilitator, Black Country Education & Training Consortia)
- Mrs Lorraine Ingleston (Associate Dean Resources/ Contracting, SNM)
- Ms Hilary Lumsden (Course Leader ENB 405,N09 N96, SNM)
- Mrs Colette Parsons (Branch Leader, Children’s Nursing, SNM)
- Mrs Wendy Moran (Learning & Teaching Coordinator- SNM)
- Mrs Nicki Stephens ( PL, Academic Standards, SNM)
- Mrs Lyn Swindlehurst (Module Leader NH2165, SNM)
- Ms Marjorie Tanner (APA Unit, SNM)
- Mrs Di Sutton (SNM)
- Mr Tom Taylor (Mental Health, SNM)
- Mrs Pauline Walsh (Clinical Coordinator- SNM)
Professional Body:
Ms Sue Norwood (Education Officer, English National Board for Nursing, Midwifery and Health Visiting)
Mr Peter Lovett (Specialist Education Officer- Adult Nursing- English National Board for Nursing, Midwifery and Health Visiting - by correspondence)
Dr Robert Morgan (Specialist Education Officer- Mental Health Nursing - English National Board for Nursing, Midwifery and Health Visiting - by correspondence)
Mrs Hilary Walker (Specialist Education Officer- Midwifery- English National Board for Nursing, Midwifery and Health Visiting - by correspondence)

Independent External Adviser:
None (see Professional Body)

Details of Process Undertaken

Summary of process:

26th October 1999
Meeting of Panel Subgroup with Education Officer, English National Board for Nursing, Midwifery and Health Visiting, and representatives from the School of Nursing and Midwifery, to plan the validation of proposals from the School of Nursing and Midwifery.

1st March 2000
Meeting of Panel Subgroup to review existing programme with Award/Course representatives.

10th March 2000
Full Panel meeting to discuss review of 1st March 2000.

22nd March 2000
Meeting of Panel Subgroup to review Clinical Practice Documentation, and to discuss Clinical Practice with Clinical Assessors and students from a variety of Trusts, and Award/Course representatives.

29th March 2000, 5th, 6th & 10th April 2000
Visits to Clinical Placements by representatives from English National Board for Nursing, Midwifery and Health Visiting.

18th May 2000
Full Panel meeting to receive report of Visits to placements.

9th June 2000
Full Panel meeting to note progress.

16th June 2000
Meeting of Panel Subgroup to consider new programme with Award/Course representatives.

27th June 2000
Full Panel to discuss progress.

June-October 2000
Following receipt of further documentation in response to comments made at the 16th June 2000 meeting, further discussions via correspondence/telephone between Education Officer, and other members of English National Board for Nursing, Midwifery and Health Visiting, the Panel Chair and representatives from the School of Nursing and Midwifery.

30th October 2000
Confirmation from English National Board for Nursing, Midwifery and Health Visiting that all issues satisfactory closed out.

Documentation:

26th October 1999
Proposal Plan

1st March 2000
Critical Review; ENB Framework and Higher Award
Award Handbook for BN and BMid 1999-2000
Annual Reports 1995-6 to 1998-9
Subject Guide Adult/Acute
Student Guide to Accreditation of Prior Achievement and associated correspondence
Clinical Placement Documentation including reports on evaluation of practical experience
ENB Documentation: Summary Card, Professional Portfolio
QAA Nursing Subject Review
Validation Documentation relating to previous approvals in 1996

10th March 2000
Critical Review, ENB Framework and Higher Award

22nd March 2000
Clinical Practice Strategy Group: reports of meetings
Information for Practice Assessors: Workshops, information pack, and notes of
meetings
Education Audits of Practice Areas: Clinical Practice Placement Profiles, Audit of Educational Environment, Practice Evaluation Forms
Clinical Links: Notes of clinical placements meetings
Learning Package to support students in placement
Nurse Education Forum: meetings to consult service providers
Sample Student Workbooks
Sample Student Clinical Assessment Documents

29th March 2000, 5th, 8th & 10th April 2000
Critical Review; ENB Framework and Higher Award
Clinical Practice: supporting documentation at Hospital Sites
Validation Document (A) including Background and CV.s
Validation Document (B) including level 2 MVT’s and Award Handbooks for DipHE Programmes
Validation Document (C) including level 3 MVT’s
Award Handbook (D) for BN/ BMid including Practice Documentation and MVT’s
Interim Prospectus for NHS Trusts, indicating module structure of ENB Awards

Adequacy of Documentation:

The documentation was satisfactory, and further information was provided to clarify awards structure and regulations at the Panel’s request

Attachments:
26th October 1999 Notes of Meeting with representatives- Appendix A
1st March 2000 Notes of Meeting with representatives Appendix B
10th March 2000 Notes of Full Panel meeting- Appendix C
10th March 2000 Quality Assurance- Vocational Placements- Appendix D
22nd March 2000 Notes of Meeting with representatives (2 reports) Appendix E Appendix F
18th May 2000 Notes of Full Panel Meeting- Appendix G
9th June 2000 Notes of Full Panel Meeting- Appendix H
16th June 2000 Notes of Meeting with representatives- Appendix I
27th June 2000 Notes of Full Panel Meeting- Appendix J
29th March 2000, 5th, 6th & 10th April 2000 Reports of Visits to Clinical Placements (4 reports) Appendix K Appendix L
& 10th April 2000 Appendix M Appendix N
15th August 2000 Initial confirmation of professional approval from ENB Appendix O
23rd August 2000 Further confirmation of professional approval from ENB Appendix P
26th September 2000 Further comments from ENB- Appendix Q
30th October 2000 Final confirmation of professional approval from ENB Appendix R

1. Background to the Proposal

The proposal included
• The raising of existing modules which lead to ENB professional awards from level 2 to level 3, in response to increasing level of academic achievement across the sector
• New honours degrees in clinical practice, to enhance ENB clinical awards
• Continuation of provision of ENB Higher award and BN/BMid, with interim named Diplomas of Higher Education

Full consultation with NHS Trusts had taken place concerning market demand

2. Collaborative Arrangements
The draft Memorandum of Co-operation for the existing Diploma of Higher Education was appropriate, and further revisions were underway to include the level 3 modules leading to BSc Hons in Clinical Nursing Practice, pending final agreement of funding arrangements.

The links with Compton Hospice were operating satisfactorily.

3. Professional Body Involvement

The English National Board for Nursing, Midwifery and Health Visiting was a full partner in the validation process, and the professional requirements have been met.

4. Aims and Outcomes

4.1 Aims

The aims were appropriate.

4.2 Outcomes

The outcomes were appropriate for each of the three types of programmes: the BNursing/ BMidwifery were aligned to the ENB Key Characteristics: the ENB professional awards and the Clinical Practice honours degrees took full account of professional requirements.

The School of Nursing and Midwifery planned to develop aims and outcomes for each of the named awards.

5. Curriculum Design, Content and Organisation

- The curriculum was appropriately focussed to ensure full integration of theory and professional practice.
- There was an appropriate level of input from NHS staff and service users both in the development of the curriculum.

6. Teaching, Learning and Assessment

- There was a good variety of teaching and assessment methods, including some open learning provision.
- NHS staff would be involved in the delivery of the curriculum to an appropriate extent.
- The proposals conformed to University regulations, apart from the recent changes to the volume of Assessment of Prior Achievement permitted, whereby a student must study and obtain a minimum of 105 credits at level 3 at the University. The Panel expected the School to abide by the University regulations, and noted the School’s intention to apply for the regulations for APA to be exempted via the approved processes.

7. Student Progression and Achievement

- There were comprehensive procedures in place concerning the assessment of Prior Achievement on admission (see Section 11).
- Student progression rates were satisfactory: the monitoring of progression would benefit from revisions to the MIS, which the School was addressing with Registry.

8. Student Support and Guidance

- There were well documented support systems for pastoral and academic support and guidance, at all Hospital sites, and for work undertaken in the clinical environment.

9. Learning Resources

- There was an appropriate strategy for learning resources, with recently enhanced provision at the Hospital Sites for both text-based and IT provision.
• Further consideration of the available access to Learning Resources for NHS staff providing support for clinical placements was required (see section 11)
• There was adequate technical and administrative support at all sites

10. Quality Management and Enhancement

• Appropriate arrangements were in place to monitor the delivery of modules where these were offered at various sites, and where modules had a variety of delivery methods
• There were appropriate procedures to ensure consistency and quality of work undertaken in the clinical setting

11. Issues for further consideration or ongoing monitoring

School Quality Committee
• Review of the Assessment of Prior Achievement processes within the School across all programmes. Deadline to be at the discretion of the School Quality Committee, but within the next two years. Particular emphasis to be placed on procedures for assessing specific credit to ensure progressive development of subject knowledge and cognitive skills through different levels of study
• Items identified by English National Board for Nursing, Midwifery and Health Visiting (see Appendix R)

12. Identification of good practice

The close collaboration with the local Trusts in reviewing and revising the programmes

13. Identification of issues that have institutional implications

• Learning Resources
The level of provision of access to learning resources for staff based in the Trusts placed Clinical Assessors at disadvantage compared with the students whom they were supervising and assessing.

Signed (Standing Panel Chair) .........................................................………… Date ...........................................

APPENDIX A
STANDING PANEL FOR SCHOOL OF EDUCATION, AND SCHOOL OF AND MIDWIFERY

Notes of meeting held on 26th October 1999 between Paul Kirk, Sue Norwood, Seth Crofts and Stella Walsh to discuss review and validation strategy for SNM for 1999-2000, with regard to proposals requiring ENB approval

Approach to proposals
Agreed
Two stage approach of review of existing provision, based on existing documentation, supplemented by a brief overview, followed by validation, based on proposed course handbooks, would meet both University and ENB requirements

Visits
Agreed
Visits to placements to be made, to cover all courses under review, to meet students and assessors and to talk to staff
Before individual visits take place, planning meeting to be held with Paul Kirk, Seth Crofts, Jane Harris (or other Consortium Representatives), Sue Norwood and Pauline Walsh
Reports from visits to form part of final Academic Approval Record
Membership - involve Standing Panel members, and specialist member for ENB where “new” provision was identified, and representative from the Consortium
To ascertain how Consortium members might be involved, Lorraine Ingleston to discuss at Purchasers group meeting on 23/11/99 (for post-reg and pre-reg)
Visits could only take place once AIP approved by ENB

BSc Midwifery

Review Membership

Agreed

Involve Hilary Walker, the Lead Officer for Midwifery for the Region
Involve Jane Harris, Black Country Consortium Manager, or representatives

Revalidation Membership

Agreed

Involve Hilary Walker and Sue Norwood: meeting required to discuss critical issues

BSc (Hons) Professional Nursing/Midwifery Studies, BSc (Hons) Specialist Practice, BN (Hons) B Mid (Hons) Higher Award and ENB framework

AIP

Agreed

As specialist practice course represented new provision, SNM to submit to ENB request for AIP as soon as possible – in time for the ENB meeting at the end of January 2000- Only one AIP would be required even though a number of named awards are involved, as ENB regarded this as a series of pathways within a course

Course Structure

Noted

Awaiting government decision: SNM planning Registered Nurse/ DipHE on basis of 18 month foundation programme split into 1 year general programme then 6 months of more route-specific foundation. Broad routes will be proposed, possibly in the areas of Care of Dying, Acute Adult Care, Mental Health, Child, Learning Disabilities.
ENB short courses will be included in the programme, but currently appropriate level of these short courses under discussion within SNM.
NVQ- UKCC will produce a paper in 2000 about appropriate levels which may influence structure of common foundation programme
Should SNM be approved as demonstration site for DipHE/Reg Nurse, ENB would regard this as new programme, and AIP would be required for this also, and specialist membership involvement

Agreed

Seth Crofts to produce matrix to show how short courses fit into the programme of awards. This matrix to accompany the AIP

Revalidation Membership

Agreed

As ENB regard the specialist practice course as new provision will need to involve external subject experts, by correspondence, in receiving and commenting on documentation. Must build in time therefore into process for circulation of documents to external subject experts, receipt of comments from external subject experts, revisions made by SNM, and further receipt of revised documentation by external subject experts

Sue Norwood to act as coordinator for the external subject experts both for the visits and for the documentation

Modules

Agreed

Seth Crofts to send to Stella Walsh list of new modules (including modules currently at level 2 to be revalidated at level 3) so that module codes can be allocated, before the validation event
Timescale for receipt of Documentation by Standing Panel (paper tabled by Seth Crofts)

- Review documents ready by December 1999
- Revalidation documents for MSc and BSc RM by March 2000, and BN/BMid, and DipHE by April 2000

APPENDIX B
UNIVERSITY OF WOLVERHAMPTON

STANDING PANEL: SCHOOL OF EDUCATION, SCHOOL OF NURSING & MIDWIFERY


Present:
Standing Panel
- Paul Kirk (Standing Panel Chair)
- Jackie Collins (SHS)
- Glynn Hambrook (DOS - Registry)
- Stella Walsh (Standing Panel Officer)
- Luke Gallacher (Award Leader, Pre-Registration- SNM)
- Marek Hammond (School Administrator- SNM)
- Wendy Moran (Learning & Teaching Coordinator- SNM)
- Pauline Walsh (Clinical Coordinator- SNM)

Proposers
- Anne Cysewski, (Acting PL, Midwifery- SNM)
- Lesley Dudley (Award Leader-SNM)
- Fiona Foxall (Subject Leader-SNM)

Awards under review
- Bachelor of Nursing (Hons) and English National Board Higher Award
- Bachelor of Midwifery (Hons) and English National Board Higher Award
- DipHE Acute Adult Care and associated ENB Awards 219, 338, 346, A21, A24, A25
- DipHE Continuing Care and associated ENB Award 298
- DipHE Critical Care and associated ENB Awards 100, 124, 136, 183, 199, 405
- DipHE Child Care and associated ENB Awards A53
- DipHE Women’s Health and associated ENB Awards A26 A45
- DipHE Mental Health and associated ENB Award A30
- DipHE Professional Nursing Studies
- DipHE Palliative Care (with Compton Hospice) and associated ENB Award 931

List of Documents Consulted by Panel Members
- Critical Review; ENB Framework and Higher Award
- Award Handbook for BN and BMid 1999-2000
- Annual Reports 1999-6 to 1998-9
- Subject Guide Adult/Acute
- Student Guide to Accreditation of Prior Achievement and associated correspondence
- Clinical Placement Documentation including reports on evaluation of practical experience
- ENB Documentation: Summary Card, Professional Portfolio
- QAA Nursing Subject Review
- Validation Documentation relating to previous approvals in 1996

General Comments
The Panel congratulated the Proposers on the clear concise and open Review Documentation. The Panel noted the context of the review, with proposals under development to raise the level of many existing modules from level 2 to level 3, in response to the increasing level of academic achievement across the sector. The Panel noted since the submission of the Proposal Plan the proposal for a new award of BSc Specialist Practitioner had been withdrawn and replaced by BSc (Hons) Clinical Nursing Practice/ Clinical Midwifery Practice. Other changes were: the introduction of a more varied diet of assessment, the division of larger (45 credit) modules into several smaller modules, changes to the assessment of practice to a competence-based one, with grades derived from a portfolio, and an increase in the number of modules which were delivered by open learning.
Curriculum Design Content and Organisation

The qualifications on admission for the Awards of BNurs and BMid were either a DipHE in Nursing Studies/RGN, or RGN without an academic qualification. Students recruited with the DipHE were exempted via APA from studying certain modules, for example the Research module. Similarly applicants for the DipHE’s within the ENB Framework had a variety of academic backgrounds, and again, exemptions were granted via APA. The Panel explored the procedures for granting APA. since these were critical in determining each student’s programme and award eligibility. The Panel noted that applicants’ qualifications, including relevant clinical experience, were checked rigorously on admission by the School’s APA Unit.

The relevance of a student’s clinical experience was a matter of judgement, since newly qualified students might register without appropriate specialist experience, but have opportunities in the work place to develop that expertise during the programme of study. The Panel advised that the relationship between the students work experience and the programme of study would be an item for further discussion at validation stage, bearing in mind the comments in the critical review about certain groups of students being challenged by some of the demands of the current award.

The APA Unit also provided a comprehensive counselling service for applicants. The Panel was reassured that the APA Unit within the School of Nursing and Midwifery had adequate procedures in place to verify applicants’ qualifications and to ensure that students undertook appropriate programmes.

The Panel noted that although no award document had been made available to the Panel for the ENB Framework, such a document did exist and was issued to students registered for academic awards. Students studying for ENB awards who did not wish to register for the related academic qualification received the module guides only.

Teaching Learning and Assessment, and Learning Resources

The Panel noted that in addition to Block Contract funded students, some students came from other Trusts or were self-financing. The Panel was reassured that given the diversity of student backgrounds, there was adequate support for study skills, with a comprehensive induction programme, designated study skills advisers at the various Centres, plus additional support from module leaders. Specific support for IT skills was also provided at these Centres, with Skills Laboratories now in place at three of the Centres. There was a dedicated CITS coordinator for SNM providing support across the Centres. The Learning Resources at the various Centres also provided Study Skills packs. The Panel noted that the opening hours for Learning Resources at the Hospital Sites were not as extensive as at the Walsall Campus, but that students were not unduly disadvantaged since their flexible work-patterns meant they had reasonable access to Learning Resources during opening hours. The quality of the Teaching accommodation had improved at New Cross following the allocation of additional resources.

The Panel discussed how the School monitored the delivery of common modules across subject areas and which were both distance learning and classroom based, to ensure comparability of standards. The Panel was reassured that there were mechanisms in place: each module leader met with designated coordinators at each Centre on a regular basis. The School ensured that External Examiners sampled student work from a module for both types of delivery, and grades were then considered by the same Subject Board. The open learning mode was managed by means of tutorials, to monitor progress and provide feedback: modules could be completed over a period of two years.

The Panel discussed the relationship of the academic programme with practice. The Panel noted that modules leading to ENB awards incorporated practice and theory elements. Some classroom-based activities resulted in the production of, for example, workbooks, which students would then evaluate in their workplace, then discuss outcomes in the classroom.

Student Data and Progression

The Panel noted the comments in the Critical Review about the difficulties experienced in tracking students in relation to a multi-site flexible programme of study, with contractual obligations to Health Care Providers providing the funding. Much of the analysis of the data to monitor student progression was undertaken using paper-based records. Progress had however been made over the last year with the creation of a database supplied by the Registry, and further discussions were being held with the Registry to review the way in which course
and award information was recorded on SAM, to see whether further improvements could be made. The Panel noted that this was a University-wide issue.

**Recruitment Issues**
The relationship with the Trusts across the portfolio meant that the School had ready access to feedback about the requirements of the sector. The Panel noted that there was a tension between the School’s need to respond to the training needs of the Trusts, to ensure that there were viable student numbers to offer certain modules, and to conform with the maximum “Validated” numbers set by ENB for other modules where there was over-demand.

**Structure of Validation: Visits by Panel to Clinical Placements**
Following discussions with the ENB, the School had agreed to arrange for Practice Assessors to attend the University at 11-12.30 on the Planning Meeting date of 22nd March, in addition to the Clinical Placement Visits. The meeting would start at 9.30 and last all day. At this meeting there would be the opportunity to see student portfolios of work, and documentation relating to the practice assessment. The ENB was still in the process of identifying all the Officers who would be undertaking the Clinical Placement Visits, and permission would then need to be sought to visit these areas. The Panel in view of these changed arrangements would consider on 10th March, in consultation with ENB, whether it would still be necessary for two Panel members to accompany the ENB Officers to all the Placement Visits, as previously agreed. Jackie Collins agreed to attend the Planning Meeting, and Mary Keating would also be invited to attend.

**Conclusions**
The Panel was satisfied that a thorough review of existing programmes had been undertaken by SNM, and that arrangements could proceed for the next stage of the validation process.

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**APPENDIX C**

**STANDING PANEL: SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY**

**Notes of the Meeting held on Friday 10th March 2000 10am, in the Board Room, Walsall Campus**

**Present**
Dr Paul Kirk (Chair)  
Mr Harvey Woolf (Deputy Chair)  
Prof James Avis  
Mrs Jackie Collins  
Mr Bill Daly  
Dr Glyn Hambrook  
Mrs Gill Hughes  
Mrs Lorraine Ingleston  
Ms Mary Keating  
Ms Sue Norwood (ENB)  
Ms Debbie Richardson  
Mr Bob Thomas  
Ms Lesley Dudley (SNM)  
Ms Fiona Foxall (SNM)  
Ms Wendy Moran (SNM)  
Ms Pauline Walsh (SNM)

**Proposers**
Mr Seth Crofts (SNM)  
Ms Sally Cartwright (Q&S)  
Mr Marek Hammond (SNM)  
Mr Ivan Moore (CeLT)  
Mr Toby Roy (Q&S)

**Observer**
Ms Dave Stoker

4. **Report on meeting held on Wednesday 1st March 2000 of designated internal Panel members and Proposers, to discuss review of BSc Professional Nursing/Midwifery, BN, BMid, Higher Award, ENB Framework DipHE Interim Awards (935)**

**Noted**
The report. The Panel discussed, with the ENB representative, and with the Proposers, some of the issues raised at that meeting, recorded below.

**Curriculum Design, Content and Organisation**
The Panel noted that recent developments in nurse education nationally meant programmes had to be designed to cope with a diversity of entry qualifications, and APA had a significant role at admission. The Panel was satisfied that the arrangements to support this programme, as discussed...
at the meeting of 1st March, were satisfactory.

One sentence contained in the review documentation implied that the portfolio was not a requirement for all ENB programmes. The Panel was reassured that the portfolio was an integral and compulsory part of all programmes.

The comments in the review documentation about the group of students who were challenged by the demands of the current course were discussed. The Panel noted that this small group of newly qualified nurses and midwives did not have sufficient clinical experience in particular areas to undertake the assessed work for certain modules at a sufficiently reflective level, since the work for assessment relied upon clinical experience. The assessment regime had been revised for the new programme so that students could draw upon academic sources of information for assessment. At the same time the School was aware that there was a need to ensure at admission that students would have sufficient clinical experience to undertake the programme. Full discussion of these issues with the Trusts would ensure that applicants obtained appropriate experiences, either at a clinical level, or via additional programmes of study, prior to admission. This item would be explored further at the validation stage.

The Panel advised that, where modules previously offered on the programme at level two were revised to be offered at level three, the learning outcomes and assessment strategies must be revised to demonstrate the new level.

**Student Data and Progression**

The Panel noted that the student tracking problems experienced by SNM were also experienced by other Institutions, and the School’s efforts to improve the position by dialogue with Registry were welcomed.

**Teaching, Learning and Assessment, and Learning Resources**

The arrangements made to improve students’ study skills as discussed at the meeting of 1st March were noted as cost-effective alternatives to providing additional specific study skills modules, which were not favoured by the Trusts. The School was of the view that as more students entered programmes with academic qualifications the need for study skills provision on this scale would diminish. The School was retaining one study skills programme at level 2: a retitled module “Enhancing Academic Portfolio”. This was aimed at the student who did not hold a DipHE in Nursing Studies. In the new programme an audit of students’ study skills would be made at the beginning of the course, so that any areas for improvement could be identified earlier.

One comment in the Review Report indicated that feedback to students for assessed work was slow. The Panel noted that the programme was originally designed to require only one piece of assessed work per module. This meant that students only received comments and module grades after the Subject Board had met. To improve this, many modules in the new programme would involve several pieces of assessed work undertaken throughout the module.

**Staff Development**

The Panel noted that a variety of staff development initiatives supported this programme: attendance on short courses to improve skills base, as well as support to undertake taught higher degrees, and for research. In addition clinical staff and post registration teachers were encouraged to attend seminars and conferences related to academic issues. Practitioners were also involved in the development of the revised DipHE course. New staff appointments mainly had a practitioner background.

**Items for discussion at Validation**

- The Panel identified the following items for discussion at validation.
- Student progression
- The articulation of module levels, with particular reference to modules raised from level two to three
- Study skills for the two categories of intake
<table>
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<th>Items for discussion at Clinical Placement Visits</th>
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<td>- Monitoring of placements</td>
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8 a) Quality Assurance: Vocational Placements  
Paul Kirk’s Paper  
Noted  
The circulated paper, which provided a framework for the Panel’s discussions of all forms of work experience, including Clinical Placement, and was derived from consideration of ENB’s Standard 8, and issues arising from OFSTED inspections of ITT.

b) Arrangements for Clinical Placement Visits  
The Panel had originally decided to hold a planning day on 22nd March, at which the ENB, Trust representatives and Panel representatives would meet to plan the clinical visits which would cover all courses under review. A series of visits would then take place, which would include ENB representatives, Panel Representatives and Trust Representatives. However, following further discussions between the School and the ENB, it had been suggested that it would be more appropriate and convenient for practice Assessors and Students, from the range of courses under review this year, to meet the ENB and representatives from the Standing Panel at the meeting on 22nd March. Representatives from the Trusts would also attend, as would Nurse Directors and Senior Nurses.

The Panel therefore agreed that, since the purpose of Panel Members attending the series of Clinical Visits was to meet students and Assessors, Panel Representatives would no longer be required to take part in these visits. The ENB representatives would participate in these Visits and would submit reports on the visits, which would form part of the Academic Approval Record. The focus of the visits would be to review existing arrangements and to discuss preparations made with clinical staff for the revised programme. The School would make additional placement documentation available on 22nd March.

Paul Kirk, Harvey Woolf, Mary Keating and Jackie Collins were designated as the Internal Panel members for the meeting on 22nd March, and the staff previously identified to attend the Clinical Placement visits were no longer required to do so.

APPENDIX D  
Quality Assurance: Vocational Placements

The following is an attempt to identify some of the issues that might be addressed in evaluating the quality of the student learning experience during placement for a period of vocational experience. The issues are likely to be common to a wide range of vocational placements, including students undertaking programmes of initial teacher training, following programmes in social work/care or undertaking clinical placements as part of programmes in nursing, midwifery or other allied health professions.

Relationship to the curriculum  
How are placements organised in relationship to other parts of the programme of study?  
Is placement work well integrated with academic work within the University?  
Are the intended outcomes of placement(s) clearly identified and understood by students?  
Is there evidence of conceptual development?  
Is there coherence in the placement package?  
Is there evidence of a clear relationship between theory and practice?  
How is the comprehensive nature of placement experience ensured?  
What input do placement staff have to the design of the overall programme of study?
Process of allocation
Are students allocated to placements?
How are students allocated placements?
Do students select?
What criteria are used for allocation?
Do students have means of seeking reallocation if they are not happy with allocation?
What are admissible grounds for appeal?
How are organisation factors above checked?

Support
Are there procedures to ensure that students are properly prepared for placements?
Are mentors/preceptors clearly identified for each student?
How are the students supported on placement (e.g. e-mail, visits, telephone)?
Are minimum periods of supervision/support established or allocated to each student?
How are the teaching, pastoral care, and assessment roles clearly identified?
How is contact with University staff maintained?
Who do students turn to for help if they are unhappy with their placement?
What are the mechanisms/grounds for suspension/termination of placement?

Procedural
Are student’s responsibilities regarding procedures for reporting sickness or lateness clearly outlined?
Do students adhere to a dress code?
Are students aware of specific Health and Safety issues prior to and during placement?

Assessment
Are the students assessed on placement?
Is this a competence based assessment (pass/fail) or a graded assessment?
Is work assessed directly or from a report or project?
How are assessments moderated?
What are the procedures for ensuring consistency and reliability of assessment across all placement sites/agencies?
What is the role of external examiners in the assessment process?

Monitoring
How is the student experience of placement monitored?
What records are kept/available within the University?
Is there a University assessment of the suitability/effectiveness of the placement experience on different sites?
Are there criteria for the selection/de-selection of sites?
What are the arrangements for communication/feedback to placement staff?

Staff development
What role does the University play in staff development/training of placement staff?
Do staff at placement staff have a clear idea of their role(s)?
Is there documentation to support this?
Do placement staff have a clear idea of how the placement experience relates to the other parts of a programme of study?

Resources
What resources do students require to support their work on placement?
Do they have access to resources that they require from the University during placement?
Do they have access to the resources they require from the placement institution?
Does the placement institution have clear guidance on the resources that they are expected to provide?
How is this resource provision audited?

APPENDIX E
STANDING PANEL: SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY
Notes of Review of Clinical Practice for English National Board Programmes:
ENB Framework and Higher Award Portfolio (935)
Pre-Registration Midwifery (939)
Registered Nurse/DipHE (936)
held on Wednesday 22nd March 2000 in the Gorway Conference Centre

Present

Standing Panel
Paul Kirk (Standing Panel Chair)
Sue Norwood (Education Officer ENB)
Jackie Collins (SHS)
Mary Keating (HLSS)
Harvey Woolf (Deputy Chair)(1st part)
Stella Walsh (Standing Panel Officer)

Proposers
Seth Crofts-(SNM)
Pauline Walsh (Clinical Coordinator-SNM)
David Fisher (SNM)
Tim Cawley (SNM)

Representative from Black Country Education and Training Consortia for Assessors Meeting
Jane Harris

Clinical Practice for the following Awards

Bachelor of Nursing (Hons) and English National Board Higher Award
Bachelor of Midwifery (Hons) and English National Board Higher Award
DipHE Acute Adult Care and associated ENB Awards 219, 338, 346, A21, A24, A25
DipHE Continuing Care and associated ENB Award 298
DipHE Critical Care and associated ENB Awards 100, 124, 136, 183, 199, 405
DipHE Child Care and associated ENB Awards A53
DipHE Women’s Health and associated ENB Awards A26 A45
DipHE Mental Health and associated ENB Award A30
DipHE Professional Nursing Studies
DipHE Palliative Care (with Compton Hospice) and associated ENB Award 931
BSc (Hons) Midwifery
Registered Nurse/ DipHE Nursing

List of Documents Consulted by Panel Members

Clinical Practice Strategy Group: reports of meetings
Information for Practice Assessors: Workshops, information pack, and notes of meetings
Education Audits of Practice Areas: Clinical Practice Placement Profiles, Audit of Educational Environment, Practice Evaluation Forms
Clinical Links: Notes of clinical placements meetings
Learning Package to support students in placement
Nurse Education Forum: meetings to consult service providers
Sample Student Workbooks
Sample Student Clinical Assessment Documents

Format

The Panel reviewed Clinical Practice Documentation, met with 12 Clinical Assessors from a variety of Trusts, who supervised both Pre Registration and Post Registration Students, then met with 9 students- 8 Pre Registration and 1 Post Registration, and finally discussed issues raised at these meetings with SNM Representatives. The Panel’s discussions were structured to follow the topics in the Paper “Quality Assurance: Vocational Placements” approved at the Standing Panel on 10th March 2000.

Relationship of Placements to Curriculum

Generally students were satisfied with their placements in terms of the types of placement provided, and their experiences on them, and with the support provided by Assessors and Link Tutors. Assessors were satisfied overall with the quality of students they received and the Link Tutors’ support. The post-registration and BSc
Midwifery provision was viewed as very satisfactory by Assessors and Students. However, both Assessors and students had experienced on current DipHE programmes that the relationship between practice and theory was occasionally disjointed. This was as a result of the timetabling of certain placements before aspects of the relevant syllabus had been covered. On discussing this concern with the Proposers, the Panel was informed that they were aware of this occasional mismatch particularly for the foundation programme, and had taken steps to improve this as far as possible within the constraints of the current course structure. The current foundation programme prepared students in general terms for placements, and practitioners were also brought in to provide additional information, but there was an emphasis on more formal academic input in the current course. Induction sessions and tutorial support provided further preparation whilst the students were on placement. Debriefing sessions were held afterwards. For the revised programme a detailed mapping of theory and practice had been undertaken in relation to learning outcomes, to ensure a more focussed preparation and integration.

The Panel also noted that some placements were provided in non-Trust settings, though it had not met any Assessors from those settings. The Proposers assured the Panel that there no particular issues for discussion in relation to non-Trust settings.

One feature of the DipHE programme which prepared students for placement and which students found valuable was role-play. Students would welcome more of this in the programme. The Proposers indicated the new course would incorporate more of this, via the Skills Laboratories.

Some students on the DipHE programme reported a conflict between the University’s approach to certain aspects of the placement and the actual practice within the placement which they found hard to reconcile. Students also reported differences in levels of responsibility permitted when on placement. The Proposers indicated that the new posts of Clinical Skills Coordinators, to be appointed by all the Trusts during this academic year in consultation with SNM, should improve placement provision and support, and provide a forum for discussion and resolution of key issues.

The Panel queried whether an adequate experience of the 24 hour care cycle was provided through placements, with particular reference to the extent of the experience of night duty, and noted that the ENB standards were met by the current DipHE programme.

**Process of Allocation**

There was some element of choice for some students: the extent of choice varied between branches on the DipHE. The allocation also depended on the students’ mobility, and home address, and to some extent their financial status, since students were not reimbursed for travel costs. Students on the DipHE expressed a preference to know in advance the placements for the entire course, however from the Consortia’s viewpoint the rate of change within the NHS meant this was not practicable. Both students and Assessors reported that late allocations did occur, and that occasionally the information about students did not reach the placements in time. The Assessors felt this was caused partly by shortcomings in the allocation system, and partly by students’ failure to take the necessary initiatives. The Proposers were aware of these problems, and were in discussions with Trusts to see how to arrive at a more stable placement basis, but pointed out that some factors were outside their control, such as the impact of Trust staff shortages particularly during winter months. The increased number of Cadet Schemes should improve the situation with guaranteed placements, as should the reduction in the overall number of placements required through lengthening each individual placement.

Students on the DipHE who were allocated to a particular placement might be rejected on grounds of a shortage of Assessors, and some Assessors were responsible for up to 6 students, though the norm was a one to one ratio. Assessors were not always aware initially of the level of the students programme, so were not able to plan appropriate programmes. Assessors felt they were able to refuse to act as Assessors for particular years due to pressure of work, but not for other reasons. It was possible for a student’s Assessor to be changed during a placement.

In terms of the placements on offer, placements in Europe were only allocated to students obtaining A Grades in all modules. Some placements were not felt by students to be directly relevant, such as at a Primary School, and some were felt to be too short, e. g. two weeks, however students believed the new programme structures would avoid this.

**Support**
The Panel discussed with Assessors whether their role was clearly understood both by themselves and the students. Assessors were aware that they had multiple roles for mentoring students, providing tuition, and assessing outcomes, but did not feel these roles were conflicting, although issues relating to failure (recorded below) did reveal some tensions. Similarly students did not perceive a conflict of roles, and indicated that sometimes staff other than Assessors would be involved in providing mentoring support.

The level of contact between Assessors and the University staff who were Link Tutors varied between branches, ranging from a weekly visit, once every six weeks, or no visit but some telephone contact. Similarly contact between the Link Tutor and the student varied from one or more visits per placement, to no visit. Students reported they had not felt there to be a lack of support whilst on placement as the Link Tutor or the Personal Tutor could be contacted should circumstances require this, and were appreciative of the support provided. Where specific problems were identified, students reported that these had been resolved by the University. Students felt the University Link Tutor closely monitored any absences due to illness etc. However the variability of the level of contacts across the branches did cause concern to both Assessors and students in terms of parity and equity of treatment of students. The Panel was also concerned about the impact of this variability in terms of monitoring the quality of the placements across the programmes. The Proposers were aware of this variability and were seeking to foster a Link Teacher Team approach. There had been considerable, mainly undocumented, activity for the current programme in collaboration with the Trusts to provide drop-in sessions for students, and to foster ward links. The new Clinical Skills Coordinator posts would contribute towards the negotiations to ensure a jointly acceptable, realistic and achievable student support system for the new programme. All staff responsibilities in relation to placements would be more clearly defined for the new programme: there would be staff teams identified with responsibility for linking with particular Trusts.

Students reported that some Assessors were not clear about the way the documentation should be completed for their students. However some documentation had been introduced this academic year by the School which explained assessment in more detail, and which Assessors welcomed.

**Procedural**

The Code of Conduct system was felt to cover procedural matters adequately in terms of Health Safety and Conduct, by both Assessors and students.

**Assessments**

The Panel explored with the Assessors how situations concerning failing students on the DipHE programme were approached. Assessors were clear what evidence was acceptable in order to determine whether competencies had been achieved. They were also acquainted with the mechanisms for gathering evidence concerning failing students. The competencies themselves had changed over the years, in relation to one key aspect concerning the students’ attitude and approach to the placement. Assessors and students alike would welcome a closer definition of the assessment of this competency, which was more intuitively based than other competencies.

The Assessors felt that there were pressures on them not to fail students, from the University (in terms of loss of funding for students leaving the course) and from the Trusts themselves (in terms of an awareness of the need to increase the number of qualified staff). Some felt that the responsibility for failure of students rested properly with the University. The responsibility of acting as a single Assessor, taking decisions which would result in a student failing to qualify, was felt to place Assessors in a difficult position. This was particularly acute for failing students seconded from the Trust in which their placement took place. It was also felt to be difficult to fail students who were towards the end of their programme of study. On other occasions it was problematic for Assessors to fail a student in a particular competency, if that student had passed that same competency on a previous placement.

The Panel noted that Assessors were not always in a position to sign off all competencies, so other staff (who may not be on the list of Assessors) were involved in assessing students placement performance, which added to the complexity when failing students.

The Proposers indicated that the failure rates for placements were mainly recorded within “withdrawal” figures rather than the “failure” figures, which made the topic difficult to quantify. The Proposers had held discussions
with the Trusts to address student failure. The current processes involved full consultation between the Assessor and the Link Tutor, and interviews with the failing student. The new DipHE programme would identify ways of formalising the support to Assessors during the process.

The changes to the course structure would mean that students had an earlier experience of placement, and students failing this aspect of the course could receive earlier counselling, so this might remedy part of this problem.

In terms of the new programme, some of the Assessors were involved in discussing with the School what the criteria for pass-fail should be for the various competencies.

**Monitoring**

The Panel noted the mechanisms for monitoring the quality and appropriateness of Clinical Placements via documented audits. It was noted that although it was not the normal practice to let students or Assessors see the Clinical Placement Audits, they might occasionally be informed about one. The Assessors were of the view that they might be consulted about an audit, via the Link Tutor, should it become necessary (for example where the audit had an unsatisfactory result).

Students reported that the way in which feedback from Placements was gathered varied depending on the branch, and type of placement. In some cases feedback was via reflective days, or individual discussions and in others via a questionnaire.

The Panel was reassured that External Examiners were involved in visiting sample placements to monitor provision.

Further comments on monitoring are recorded in the section relating to Support.

**Staff Development**

The verification of the appropriateness of Assessors in terms of supervisory experience was undertaken by the Trusts, then the School monitored attendance at the staff development workshops to ensure compliance with ENB regulations. The Assessors met by the Panel were aware of the ENB requirement to attend the annual workshop, which were held in a variety of venues to suit the needs of the Trust staff. To ensure the consistency of these workshops, staff seminars had been introduced recently to train the academic staff delivering them. Assessors believed they would be responsible for feeding back any changes reported at the workshop to other staff involved in assessing parts of particular students’ placements. The Panel noted that the School was in the process of compiling an electronic list of Practice Assessors for RN/DipHE students who have attended practice assessment workshops, so that the preparation of Assessors could be more easily monitored. For the new programme an electronic newsletter for Assessors was under preparation to provide additional support to Assessors.

**Resources**

Access to IT and Learning Resources were viewed as satisfactory by students. However Assessors had expressed a wish to be given full access rights to the Learning Resource Centres, since they felt at a disadvantage, in relation to the students whom they were assessing, in terms of access to up-to-date literature. The Panel noted when discussing this with the Proposers that there were considerable resource implications for the University if it were to provide this level of support to several thousand Assessors, and that the Trusts did have additional learning resources, such as on-line access to journals etc which were available to Assessors.

**Conclusions**

The Panel was generally satisfied that suitable placements were provided, were well supported by Assessors and Link Tutors, were assessed in a safe and reliable way, and compared favourably with national provision. However there was considerable scope for improvement to ensure that placements were supported and monitored to the same standards across all the branches of the DipHE programme. The provision for the postregistration courses and BSc Midwifery were satisfactory. The Panel was aware that the new proposals aimed to address these issues, and particularly welcomed the moves to appoint Clinical Skills Coordinators. The
Panel would give this key component of the courses particular attention when considering the documents for the revised programmes.

The following items were identified for further discussion in relation to the revised programme
- Integration of placements with the taught elements
- Quality Assurance of Placements to ensure parity and equity of treatment of students and consistency of experience
- Role of new Clinical Skills Coordinator and other Trust staff, and of Link Tutors and Personal Tutors
- Preparation of Assessors
- Identification of Competencies
- Assessment of Clinical Practice, with particular reference to the moderation of failing students
APPENDIX F Page 1
See separate sheet for briefing paper for Clinical Placements Visits
APPENDIX F Page 2
See separate sheet for briefing paper for Clinical Placements Visits
APPENDIX G
STANDING PANEL: SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY

Notes of the Meeting held on Thursday 18th May 2000 10am, in Board Room, Boundary House, Walsall Campus

Present
Dr Paul Kirk (Chair)  
Mr Harvey Woolf (Deputy Chair)  
Mr Bill Daly  
Dr Glyn Hambrook  
Mrs Lorraine Ingleston  
Ms Mary Keating  
Mrs Stella Walsh (Officer)  

Apologies
Prof James Avis  
Mrs Jackie Collins  
Mr Mike Goodwin  
Mrs Gill Hughes  
Mr David Stoker  
Ms Debbie Richardson  
Mr Bob Thomas  

Observer Mr Toby Roy (Q&S)

4. Report on meeting held on Wednesday 22nd March 2000: Review of Clinical Practice for English National Board Programmes:
ENB Framework and Higher Award Portfolio (935)
Pre-Registration Midwifery (939)
Registered Nurse/DipHE (936)

Noted
The following reports, which would form part of the Academic Approval Record:

a) Notes of meeting of 22nd March 2000 produced for Standing Panel,
b) Informal Notes of meeting of 22nd March 2000 to brief ENB Representatives for Clinical Visits

Reports from ENB Representative for Clinical Visits:

c) 29th March 2000 (Royal Wolverhampton NHS Trust, New Cross Hospital and West Park Hospital)
d) 5th April 2000 (Mossley Hill Community Centre, Perseverance House & Dorothy Patterson Hospital)
e) 6th April 2000 (Queens Hospital, Burton on Trent and Wetmore Road Health Centre)
f) 10th April 2000 (Gerry Simon Clinic- Black Country Mental Health NHS Trust, and Pond Lane Unit- Wolverhampton HC Trust)

Noted
There were a few items from the Clinical Visit of 29th March 2000 for which ENB Representatives had indicated that the ENB Standard 8 had been partly met, and ENB would require to receive an action plan from SNM to state how these would be met fully:

- 8e Pre-reg nursing & midwifery students’ experience includes the 24-hour cycle of patient/client care
- 8f Plans for practice experience demonstrate equity of opportunity for individual students’ learning experiences
- 14b The faculty/ school/ department maintains a “live” register of assessors
- 14f Intra- and Inter-assessor reliability and consistency are monitored
- 14h The assessor, together with other registered practitioners, develops and updates a profile of the learning opportunities which support the achievement of the intended learning outcomes of the educational programme

Agreed
The Panel would require a copy of this action plan, for information

Agreed

A request had been made by Clinical Assessors, as recorded in the notes of the meeting held on 22nd March 2000, for the provision of full access rights to the Learning Resource Centres. The Panel noted this had been discussed some time ago by SNM with staff from the Learning Resource Centre at Walsall. Currently Assessors had a certain level of access to Learning Resource Centres, but did not have, for example, access to CD ROM’s and short-term borrowing rights. The situation was further complicated by the fact that some Assessors were also students on other programmes, and did therefore have full access to these resources. A charge for the provision of full access rights had been worked out during discussions between SNM and the Walsall Learning Resource Centre, which the Consortium was then unable to support. Other Panel members reported that this situation was replicated for other courses assessed by work-based assessors, for example in the area of Social Work. There was a tension between the University’s responsibilities towards ensuring the quality and standards of work-based assessment, and the cost of the provision of the additional resources to support work-based assessors, and to what extent the providers of the work-based element of programmes could be expected to meet that cost. It was therefore agreed to refer this item to UQC as a University-wide issue, with a copy to Mary Heaney for information.

This issue would be recorded in the AAR for each course under review, and to be monitored via Annual Monitoring until the University had been able to resolve the issue strategically.

APPENDIX H

STANDING PANEL: SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY

Notes of the meeting held on Friday 9th June 2000 at 10 am in Board Room WA030, Walsall Campus

Present

Dr Paul Kirk (Chair) 
Mr Harvey Woolf (Deputy Chair)
Mrs Jackie Collins
Mr Bill Daly
Dr Glyn Hambrook
Mrs Gill Hughes

Mrs Lorraine Ingleston
Ms Mary Keating
Ms Debbie Richardson
Mr David Stoker
Mr Bob Thomas
Mrs Stella Walsh (Officer)

Apologies

Prof James Avis
Mr Mike Goodwin

13. Any Other Business

The BN/ BMid / ENB Framework revalidation would take place on 16th June 2000. Since new academic awards were involved, and the raising of the academic level of certain modules, the Chair would need to consider further whether additional External advice should be sought. The Chair would discuss the position fully with the ENB representative, to ascertain the scale of the ENB consultation process with Specialists. Further information on the module structure of each ENB award was also required by the Panel.

The next meeting would be held on Tuesday 27th June at 9.30am, followed by a meal.

APPENDIX I

UNIVERSITY OF WOLVERHAMPTON
Standing Panel for School of Education, and School of Nursing and Midwifery: conjoint review with English National Board for Nursing, Midwifery and Health Visiting

Notes of the Meeting held on Friday 16th June 2000 to consider the revalidation of the BNursing/ BMidwifery/ DipHE/ ENB Framework, including the new awards of BSc (Hons) Clinical Nursing Practice and BSc (Hons) Clinical Midwifery Practice, DipHE in Learning Disability, and DipHE in Midwifery, in the Gorway Conference Centre, Walsall Campus

Present: Standing Panel
Paul Kirk (Chair of Standing Panel) Sue Norwood (Education Officer, ENB)
Jackie Collins (Standing Panel, SHS) Stella Walsh (Standing Panel Officer)
Glyn Hambrook (Standing Panel, Registry)

Present: Award Team
D Cleft (Chair of Black Country Education & Training Consortia, Burton Hospital) Hilary Lumsden (Course Leader ENB 405, N09 N96, SNM)
Seth Crofts (Associate Dean, Academic Operations, SNM) Colette Parsons (Branch Leader, Children’s Nursing, SNM)
Anne Cysewski (PL Midwifery, SNM) Lyn Swindlehurst (Module Leader NH2165, SNM)
Lesley Dudley (Key Proposer, Award Leader, SNM) Nicki Stephens (PL, Academic Standards, SNM)
Marcia Edwards (Award Leader ENBA26, SNM) Di Sutton (SNM)
Fiona Foxall (Subject Leader, Adult/Acute) Marjorie Tanner (APA Unit, SNM)
Sue Harris (Project Support Facilitator, Black Country Education & Training Consortia) Tom Taylor (Mental Health, SNM)
Lorraine Ingleston (Associate Dean Resources/ Contracting, SNM) Pauline Walsh (Clinical Coordinator, SNM)

Background

This was one of a series of meetings to consider the above awards, and was a conjoint meeting between University Standing Panel representatives and ENB representatives. The University undertook an academic revalidation, including validation of new awards. For the ENB these were modifications to an existing approval under the Annual Monitoring and Review procedures.

Panel representatives met with Award Team Representatives on 1st March to consider the review documentation. The Standing Panel discussed the review at its meeting of 10th March. A series of Clinical Placement Visits were made in March and April, preceded by a Clinical Placement Visit Planning Meeting on 22nd March

ENB Specialist Advisors had been involved in reviewing the documentation, with particular reference to the ENB programmes as part of the DipHE awards. On further discussion, the Panel was of the view that it would be advisable to seek further expert external participation, to consider in more detail the four new awards proposed, and the new modules. The Externals would be invited to give particular consideration to the academic level of the awards and modules, the overall programme structures for the awards, and how the programmes reflect contemporary practice. The ENB Education Officer agreed to invite ENB Advisers to participate in this process.

List of documents circulated to Panel Members

- Validation Document (A) including Background and CV.s
- Validation Document (B) including level 2 MVT’s and Award Handbooks for DipHE Programmes
- Validation Document (C) including level 3 MVT’s
- Award Handbook (D) for BN/ BMid including Practice Documentation and MVT’s
- Interim Prospectus for NHS Trusts, indicating module structure of ENB Awards
- Notes of Review meeting held on 1st March 2000
- Notes of Standing Panel meeting held on 10th March 2000
Background

Existing Awards
Bachelor of Nursing (Hons)/ ENB Higher Award
Bachelor of Midwifery (Hons)/ ENB Higher Award
Diploma of Higher Education in: Acute Adult Care
Diploma of Higher Education in Continuing Care
Diploma of Higher Education in Critical Care
Diploma of Higher Education in Child Care
Diploma of Higher Education in Mental Health
Diploma of Higher Education in Professional Nursing Studies
Diploma of Higher Education in Palliative Care (joint programme with Compton Hospice)
Diploma of Higher Education in Women’s Health

Plus the following ENB Awards:
ENB 100, ENB 124, ENB 136, ENB 183, ENB199, ENB 219, ENB 298, ENB 338, ENB 346, ENB 405, ENB A21, ENB A24, ENB A25, ENB A26, ENB A30, ENB A45, ENB A53 ENB 970, ENB 978, ENB 997, ENB 998 ENB N31, ENB N11

New Awards (including extended Collaborative Link)
Diploma of Higher Education in Learning Disability
Diploma of Higher Education in Midwifery
BSc/ BSc (Hons) in Clinical Nursing Practice (including new joint Palliative Care route with Compton Hospice)
BSc/ BSc (Hons) in Clinical Midwifery Practice

New Modules
62 new modules (originally offered at Level 2, now offered at Level 3), as a result of lifting the ENB Clinical Programmes from Level 2 to Level 3

Existing Modules
34 Level 2 modules
17 Level 3 modules

Aims and Outcomes

The Panel noted the rationale for raising the level of the ENB awards from Level 2 to Level 3, and the provision of two new BSc (Hons) awards, in response to the changing market demands. The new DipHE Awards provided additional routes to supplement existing provision: the Midwifery award used existing modules, the Learning Disability award involved two new modules. Where there was a continuing market, Level 2 Modules would remain in the School’s portfolio, for example to support the work of operating theatres and family planning. Level 2 modules would continue to be accessed both by students seeking initial qualifications, and also by students who moved from one professional area to another. The School would keep the demand for Level 2 modules under review to ensure viable numbers.

The Panel noted that the new BSc (Hons) programmes aimed to prepare Registered Nurses for practice within a specialism, whereas the BNurs/ BMid continued as mainly a “top-up” programme to enhance existing practice within the framework of the ENB Key Characteristics. The Panel advised that further work should be undertaken to provide specific aims and outcomes for each of the awards, and noted that work on this had already started within the School.

In preparing the Palliative Care Pathway, the Award Team had used the ENB outcomes as reflected in ENB931. The Panel suggested that the Award Team might consider applying for validation of ENB programmes such as D07 Care and Management of Patients requiring Pain Management or A77 Pain and Pain Management.

ENB 902 was no longer extant, so all references should be removed (apart from use as an entry qualification). The Panel noted that the SQC was considering revisions to “Return to Practice” currently via minor modifications.

Admission and Accreditation of Prior Achievement
The Panel queried whether 6 months’ post-registration clinical experience was sufficient to provide a sound professional basis for admission to the programme. The Team indicated that although one to two years’ clinical experience was the norm for most areas, some flexibility was required. During the consultation process the Trusts had stressed the need for flexibility to respond to the diverse requirements of the profession. However the Panel advised that ‘at least one year’ of clinical experience should be set as the norm, whilst permitting exceptional admission for applicants with less experience.

The Panel commended the Award Team for collaborating closely with local Trusts in reviewing and revising the programmes.

The Panel noted that the School had well established APA procedures, and the APA Office had considerable experience in assessing students for both specific and general credit. Challenge assignments were offered, where appropriate, to enable students to demonstrate achievement of module Learning Outcomes. Statements about the APA processes in relation to the various awards should be strengthened in the Award Handbook.

The Panel Chair agreed to check the position concerning revisions to the existing University APA Regulations specifying the minimum number of credits to be studied within the University to qualify for an award. The Award Team was of the view that the revision process had not been finalised, so the programmes had been informed by current regulations which stipulate minimum study requirements of 30 credits at level 2 for DipHE, and 45 credits at level 3 for honours degrees.

Since the Accreditation of Prior Achievement was crucial to this programme, and to other programmes within the School, the Panel proposed that the School Quality Committee should undertake a review of APA in future years, and that this should be monitored by the Standing Panel.

**Curriculum Design, Content and Organisation**

It was not entirely clear from the documentation which modules comprised which ENB or DipHE Award, and how these modules then contributed towards the new BSc (Hons) awards, including which modules were core, which were optional. Option pools for awards also needed to be more clearly defined. Draft documentation prepared for the consultation process with the Trusts did provide some information for the Panel. Explanations provided verbally during the meeting clarified the position further, so the Panel was satisfied that the structures had been developed but were not clearly recorded in the documentation. The Panel required further documentation, which would form part of the Award Handbooks, to clarify the award structures for all awards.

The Panel noted that few level 3 modules proposed defined specialist pre-requisite modules. There was concern that the module portfolio did not demonstrably provide a framework for the progressive conceptual development of subjects through the different levels of study. The Panel appreciated that the variety of entry qualifications, including APA, made the precise definition of pre-requisites complex. The Panel questioned how, for the new BSc programmes, subject knowledge at level 3 would be underpinned by study at a lower level. The Award Team indicated that the knowledge would be gained by students during clinical experience at level 2, and would then be subject to APA on admission. The admission process was undertaken in partnership with the Trusts, and the Trusts had a role in ascertaining that the students had the necessary knowledge base to follow the programme. The Panel urged the School to identify the development of subject knowledge through progressive levels of study within the School’s module portfolio. The School placed great emphasis on APA and had well developed procedures. It was important that there was careful assessment of specific as well as general credit to ensure that level 3 study was appropriately underpinned.

Since students may have already studied some of the modules at Level 2, the Panel queried how students would be prevented from repeating the revised modules at Level 3. The Panel was reassured that some modules were significantly different in content terms between 2 and 3, so repetitive learning was not involved. Other modules did cover the same basic syllabus, and students who had already taken the Level 2 module would not be permitted to register for those modules. The Panel advised that a statement explaining this position should be included in the Award Guide, and that where necessary, level 2 modules should be indicated as excluded combinations.
The Panel advised that the statements in the documentation about the Portfolio should be clarified to indicate that it was not optional for the BNurs/ BMid awards, and for those programmes where the Portfolio was not a requirement, students should be encouraged to continue to reflect on professional issues.

The Panel discussed what range of elective modules were available, and noted that students could select from outside the pool, providing the modules met the programme objectives. In terms of the number of modules on offer within the various programmes, the School was keeping module viability under review, particularly in the light of the Modularity Project. The School needed to balance the reduction of the module pool in interests of efficiency against the obligation to meet the training needs of the Trusts.

The statement that the research proposal module was a prerequisite for the research project module should be revised, since modules at the same level can only be co-requisites.

The statements concerning the retrieval of failure for BNurs/ BMid should be re-worded since the current wording could be interpreted that retrieval could be used to improve pass grades.

The School clarified the function of Registry Offices in Hospital Sites, which were slightly different from Student Access Points on Main University sites.

The Panel discussed how collaborative multi-professional working would be incorporated in the programmes. The Panel noted that the main focus would be via the professional practice. The School of Nursing and Midwifery was keeping this under review as the programmes were developed.

The Panel was reassured that the modules formed a coherent package of study at level three.

**Comments on Module Validation Templates**

The ENB Representatives agreed to forward specific comments from specialist ENB members to the Award Team.

A number of Module Validation Templates did not record any pre-requisites, and these should be revised.

The Panel agreed to seek further external review of level 3 modules which would be undertaken by appropriate ENB specialist officers.

**Teaching Learning and Assessment**

The number of credits, and the credit envelope for the Diplomas of Higher Education matched the University regulations. The total credits for the honours degrees were inaccurately recorded in the documentation, and should be revised. The Panel also advised that the term “Award Regulations” should be revised to read “Assessment Regulations”; the additional information concerning the modules leading to all the awards (recorded under “Curriculum Design”) would then provide the Award Regulations.

The Panel noted that although the professional clinical practice did not contribute towards the final degree classification, the portfolio assessment was graded in accordance with the Grade Point scale, and would count towards the classification.

The Panel noted that four modules were offered by Distance Learning, and the School had several years’ experience using for example MacMillan publications. Other modules included some elements of on-line learning, using the WOLF programme, and the School was collaborating with the Trusts to develop more material in Resource Centres at the Hospital Sites. The School was involved with a joint project with the Law School concerning on-line Learning, and was currently concentrating on enhancing the RN/DipHE programme, but would expand opportunities for on-line learning for these programmes where appropriate.

**Student Progression and Achievement**

This was discussed on 1st March 2000

**Learning Resources**
Since three Level 3 modules would be offered in collaboration with Compton Hospice, forming part of the BSc Clinical Nursing Practice, the Panel needed to give particular scrutiny to the Curriculum Vitae for the three members of Compton Hospice Staff who would be involved in the delivery of these modules: John Adams, Andrew Bagnall and Alison Littleford, in the context of the modules they would be delivering. Since there was no draft memorandum of cooperation for the honours degree in the documentation, it was not possible to identify which modules would be taught by Compton Hospice Staff, so the Panel would await the clarification of the overall award structures before scrutinising the Curriculum Vitae.

The provision of IT and text-based Learning Resources including provision at the Hospital Sites had already been discussed as part of the review of the DipHE/ RN, and had been found satisfactory.

**Student Support and Guidance**

The Panel queried how students would be guided in the selection of modules, and noted that the Route Leaders would provide students with this guidance, in consultation with the Practice Assessors and the Award Manager. Further information about the programmes would be provided via Web Sites. The Panel noted that the support for students was similar to that provided for students on the DipHE/ RN Programmes which the Panel had reviewed recently, and had found satisfactory. The amendments to the Award Guide (recorded under “Curriculum Design”) would also assist the students in the selection of modules. The Panel advised that this support for students should be recorded in the Award Guides, so that students were fully aware of the variety of support arrangements available.

**Quality Management and Enhancement**

The Panel noted that the arrangements for Quality Management were similar to those provided for the DipHE/ RN programme, and advised that key features of these arrangements should be recorded in the Award Guide, so that students were aware of the quality mechanisms, with particular reference to ensuring reliability and consistency in the assessment of practice.

The Panel discussed what progress had been made concerning the ability of the Management Information Systems to support the monitoring of student progression and achievement. The Panel noted that the School was continuing to address the issue of recording the necessary information via discussions with Registry, and had already made some progress.

**Conclusions**

The Panel did raise a number of issues which needed to be closed out before approval could be recommended. In addition to these requirements, one item was identified to be considered by the annual monitoring process.

ENB would need to be reassured that the revisions were finalised prior to the commencement of the programme in September 2000, and similarly the Standing Panel would need to approve the final documentation before submitting the Academic Approval Record for consideration and ratification by the University Quality Committee.

The Panel would undertake further External consultation concerning the new awards and modules, and may make further recommendations.

The Panel Chair would also consult further about the current University APA regulations.

1. Further information be provided in the Award Guides as follows:
   - the structure of all the awards, and their inter-relationship (including module lists for each award)
   - the specific aims and outcomes for all the awards
   - the pre-requisiting of modules
   - the Admissions process in terms of APA
• the processes for student counselling in terms of programme choice and module selection, including the arrangements to prevent students from selecting modules at level 3 where there was a strong content overlap with modules already studied at level 2

• the provision for student support and guidance.

• the role of the portfolio in the various programmes

2. Award Guides should also be revised as follows:

• revisions in accordance with additional comments received from ENB

• the Palliative Care programme- replacement of references to ENB931

• the revision of references to ENB902 where appropriate

• the length of clinical experience be shown as 1 year as the norm

• revision of references to the research module

• revision to references to the retrieval of failure

• revisions to the Assessment Regulations in terms of overall volume of credits

3 Further information be provided to the Panel about the improvements to the way in which the programmes were recorded on the MRS, to inform the analysis of data concerning student progression

4. The Panel would review the CV’s for Compton Hospice Staff on receipt of clarification concerning the modules delivered by Hospice Staff. A Memorandum of Cooperation would be required to cover the new BSc Programmes.

5. The following item was referred to the School Quality Committee

A review of the APA processes within the School across all the programmes (deadline at the discretion of the School Quality Committee, but within the next two years). Particular emphasis to be placed on procedures for assessing specific credit to ensure progressive development of subject knowledge and cognitive skills through different levels of study.

APPENDIX J
STANDING PANEL: SCHOOL OF EDUCATION, AND SCHOOL OF NURSING AND MIDWIFERY

Notes of the meeting held on Tuesday 27th June 2000 at 9.30 am in Board Room, Boundary House, Walsall Campus

Present  Dr Paul Kirk (Chair)  Mrs Lorraine Ingleston  Apologies  Prof James Avis
  Mr Harvey Woolf (Deputy Chair)  Ms Mary Keating (part)  Mr Mike Goodwin
  Mrs Jackie Collins  Ms Debbie Richardson
  Mr Bill Daly  Mr David Stoker  Attendance  Dr Bob Thomas (SED)
  Dr Glyn Hambrook  Mr Bob Thomas  (Item 5)  Mr Adam Thomas (SED)
  Mrs Gill Hughes (part)  Mrs Stella Walsh (Officer)

4. Report on meeting held on Friday 16th June 2000: revalidation of BN/BMid & ENB Framework
Noted
This report was not yet available.
Key points were:
- Further consultation required with ENB Specialist Advisers concerning new modules and new awards
- Revision to Award Guide to clarify a number of items including: structure of awards, aims and outcomes, module pre-requisiting, APA and the Admissions Process, counselling, support and guidance, quality processes and role of portfolio
- Clarification of the status of revisions to University APA policy
- Review of CV’s for Compton Hospice staff, since new modules would be offered by these staff for the BSc Hons in Clinical Nursing Practice (new Memorandum of Cooperation required)
- Further information to explain how students’ previous study at level 2 (at this or other Institutions) would provide a sound basis for level 3 study, and how level 3 standards would be secured
- School Quality Committee to monitor APA process

Agreed
- The report, AAR, and approval of responses to comments made at the meeting, to be approved by Chair’s action following consultation with, and approval by ENB Specialist Advisers
APPENDIX K on Clinical Placement Visit on 29th March 2000
APPENDIX L
See separate sheet for report on Clinical Placement Visit on 5th April 2000
APPENDIX M
See separate sheet for report on Clinical Placement Visit on 6th April 2000
APPENDIX N
See separate sheet for report on Clinical Placement Visit on 10th April 2000

Reports of Visits to Clinical Placements
APPENDIX O
Initial confirmation of professional approval from ENB, with further comments 15/8/00
APPENDIX P
Further confirmation of professional approval from ENB 23/8/00
APPENDIX Q
Further confirmation of professional approval from ENB 26/9/00
APPENDIX R
Final confirmation from ENB 30/10/00