

Periodic Review Report Template

School	School of Health, Community & Education Studies
Discipline Name	Continuing Professional Development
Date of Review	29 February 2012 & 1 March 2012
Review Panel (approved by University Learning and Teaching Committee)	<p>Internal Members:</p> <p>Dr Colin Creasy (Chair): Associate Dean, Staff, Recruitment and Resources; School of Computing, Engineering and Information Sciences</p> <p>Ruth Crabtree: Director of International Development / Principal Lecturer; School of Life Sciences</p> <p>Jim Clark: Head of Education Studies; School of Health, Community & Education Studies</p> <p>Students' Union Member:</p> <p>Kate Bradshaw: Students' Union Vice President, Academic Affairs</p> <p>External Member:</p> <p>Susan West: Dean of Students, Programmes and Quality; Buckinghamshire New University</p> <p>Facilitators:</p> <p>Sally Iles, Academic Co-ordinator, Quality Support, Academic Services</p>
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (2011 version), available from http://northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/
<p>Notes:</p> <ul style="list-style-type: none"> • Review reports are expected to be short and succinct, typically 3 to 4 sides of A4 • Sections highlighted in blue below, together with the header above, make up the published summary of this review. This will be published on the University's Teaching Quality Information web pages (http://northumbria.ac.uk/sd/central/ar/qualitysupport/tqinf/prreports/) 	

Section 1	Discipline Aims and Context
<p>The Discipline aims are clearly defined and are in particular, well related to the University aims in terms of regional partnership and engagement, and research led teaching. Given the complex nature of the disciplines and the various stakeholder interests, it is to be commended that the Discipline endeavours to meet all their requirements.</p> <p>The School of Health Community and Education Studies (HCES) has an excellent record of providing workforce development for the region and beyond. The School is the largest at Northumbria University and has over 8000 students. It provides both initial and continuing education for a comprehensive range of professions including, nursing, social work, teacher education, midwifery, occupational therapy, physiotherapy, early years education, public health and other health and social care professions.</p> <p>These areas have been and continue to be subject to constant change, not least due to strategic government policy to reform health and social services, the fragility of some of the major commissioning authorities such as the NHS North East Strategic Health Authority (SHA), the merger of Primary Care and Acute Hospital Trusts.</p> <p>The Discipline sits within the Post-Qualifying and Post-Graduate provision within the School. There are</p>	

currently approximately 3800 students enrolled on programmes in the Discipline areas (circa 2000 home & 1800 international). The aims of the Discipline are to:

- Engage with partners from within the University, locally, regionally, nationally and internationally to ensure programmes meet current requirements and to be at the forefront of developments.
- Provide continuing educational opportunities which are responsive to the changing political landscape and the emerging health and social care priorities.
- Develop Graduate and Post-Graduate skills, subject knowledge and expertise to enable the full potential of students to be achieved which will make a positive contribution to service delivery and patient/client care.
- Provide programmes which demonstrate coherent links and developments from pre-qualifying to post-qualifying and post-graduate study.
- Ensure that all students on the programmes that lead to awards which require registration with governing bodies are equipped with the relevant knowledge, skills and values that meet professional body requirements (Nursing and Midwifery Council (NMC) and General Social Care Council (GSCC)).
- Demonstrate excellence in learning and teaching, informed by research and scholarship, in both discipline and practice which utilises and develops the students' existing knowledge and skills.
- Encourage students to be active learners through challenging and contemporary modes of teaching delivery in accordance with the University's learning and teaching strategy.
- Enable students to work independently, critically reflect on their own learning and to develop skills in problem solving, critical thinking, effective communication and to continue as lifelong learners.
- Maintain and develop appropriate opportunities for academic staff to pursue professional development through research, enterprise, scholarly activity, regional, national and international engagement to promote the generation and dissemination of knowledge and understanding, thus ensuring the provision is based on high quality research, up to date knowledge and scholarship.

Section 2	Curricula and Standards
<p>The Panel identified the following strengths:</p> <p>The provision delivers high quality curricula which matches both the University's academic demands and the Professional Body requirements, and is endorsed by External Examiners. Specifically, the team demonstrates an ability to be receptive and responsive to the complex and changing external context around this provision. The proactive use of a range of scholarly activity, research projects and involvement with regional bodies and national agendas creates a virtuous circle to engage both curricula and student achievement. This has a positive impact upon the students, whilst studying and during their continuing professional careers. This is supported by evidence of excellent feedback in some areas of the provision.</p> <p>The Panel made the following recommendations for further development:</p> <p>The Panel would recommend that the pilot project using a standardised pro-forma for typed feedback be rolled out across the provision to create standardised feedback, consistent for all students.</p>	

Section 3	Management Information Trends
<p>The Panel identified the following strengths:</p> <p>The provision has recognised that there have been problems of data management in the past. It is to be commended that they have worked in a very proactive way to overcome such problems, in order to meet all reporting demands, both internally and externally. This includes the employment of a School Wide Data Manager and close collaboration with the University Central SITS Team.</p> <p>The Panel made the following recommendations for further development:</p> <p>The Panel recommends that the provision investigates the possibility of creating a system to ensure the final outcome of students is relayed to the relevant external practice partners.</p> <p>The Panel recommends to the University that they continue to address the needs of non conventional</p>	

flexible programmes, to meet both internal and external reporting and quality assurance requirements, when considering improvement mechanisms for reporting central data.

Section 4

Student Experience

The Panel identified the following strengths:

There is clearly high quality students' experience delivered by the provision. It is noted that staff are fully engaged with the Guidance Tutor process, utilising it to its full potential. Although some students do enter the programme reluctantly, discussions revealed that staff should be commended for converting these students into enthusiastic participants who have become advocates for the University/School and its programmes.

The students particularly appreciated the level of skill and knowledge displayed by academics in relation to "cutting edge" research and specialist teaching methods.

The Clinical Skills Centre is clearly a fantastic resource that is valued by those students who utilise it.

The CPD online induction package is an extremely useful resource, which will undoubtedly provide students returning to education the basic information about HE provision at Northumbria and reassure them about the journey they are about to engage with.

The Panel made the following recommendations for further development:

To make the most of the high quality support for students, the Panel recommends that students are made aware of who contributes to guidance of students and how they may be contacted. This may be achieved through consistent use of Guidance Tutor terminology and an explanation of the role. In addition to this, clear "sign-posting" to relevant information (for example, assessment guidance and expectations in various handbooks) should be provided for students.

The provision considers how it may use student managed discussion boards on the eLP to create a forum for independent student feedback as a substitute for course representation thus enhancing the opportunities for student feedback.

The provision clearly shows areas of "best practice" in relation to the eLP, however, such practice should be rolled out consistently across the provision.

Through various conversations with students, it was highlighted that the induction process could perhaps be improved. Having looked through evidence in the base room, it is clear that an online-induction package has been developed for this purpose. The Panel therefore suggests that this resource could be promoted more widely before the students begin their studies.

Section 5

Enhancement Strategies

The Panel identified the following strengths:

We commend the Discipline for ongoing enhancement which includes:

- Commitment across the Discipline for ongoing enhancement;
- The provision shows commitment to enhancing the experience of students which links with both the University and School Learning and Teaching Strategies;
- The use of service users, carers and regional voluntary groups to enhance the student experience is to be commended;
- The School is to be commended for its investment in a Learning and Teaching focussed I.T. Team which enhances the quality of provision; and
- The provision demonstrates a creative and innovative approach to a range of enhancement activities.

The Panel made the following recommendations for further development:

- The provision should share and promote the excellent enhancement that they have developed to a wider audience.

Section 6	Discipline Response to Report
<p>Curricula and Standards</p> <p><i>The Panel would recommend that the pilot project using a standardised pro-forma for typed feedback be rolled out across the provision to create standardised feedback, consistent for all students.</i> Typed feedback has been introduced across programmes. Changes in the structure mean that post-qualifying social work programmes are now in a new department and need to align their systems and processes to pre-registration social work awards regarding the provision of feedback.</p> <p>Management Information Trends</p> <p><i>The Panel recommends that the provision investigates the possibility of creating a system to ensure the final outcome of students is relayed to the relevant external practice partners.</i> A long standing system is in place whereby employers can request the outcome of student performance. The discipline has explored the possibility of automatically relaying outcomes and colleagues have met with representatives from the Strategic Health Authority and Trusts at the start of the 2012/13 academic year to look at facilitating their requests. Clarification on the legal implications of sharing data is also being sought from the University legal team. Module results continue to be reported to Trusts on a quarterly basis.</p> <p><i>The Panel recommends to the University that they continue to address the needs of non conventional flexible programmes, to meet both internal and external reporting and quality assurance requirements, when considering improvement mechanisms for reporting central data.</i> As part of its refinements to data used for Annual Programme Monitoring purposes, Academic Quality is working with Data Warehouse colleagues to find mechanisms to better capture flexible programmes that fall outside the conventional University calendar which will meet the needs of a variety of stakeholders.</p> <p>Student Experience</p> <p><i>To make the most of the high quality support for students, the Panel recommends that students are made aware of who contributes to guidance of students and how they may be contacted. This may be achieved through consistent use of Guidance Tutor terminology and an explanation of the role. In addition to this, clear "sign-posting" to relevant information (for example, assessment guidance and expectations in various handbooks) should be provided for students.</i> The complexity of the Programmes means that not all students will have a Guidance Teacher. The term will be utilised as standard, however where students do not have a Guidance Teacher, eg those registered on single modules, the module handbook will clearly articulate who will provide assessment guidance and support e.g. module teacher. This issue will be communicated to staff and discussed as an agenda item on the next discipline staff development day/operational group meeting. Programme and module handbooks clearly articulate the support available to students and terminology has been standardised.</p> <p><i>The provision considers how it may use student managed discussion boards on the eLP to create a forum for independent student feedback as a substitute for course representation thus enhancing the opportunities for student feedback.</i> A discussion board has been implemented on the Continuing Professional Development programme site.</p> <p><i>The provision clearly shows areas of "best practice" in relation to the eLP, however, such practice should be rolled out consistently across the provision.</i> Information regarding the use of the eLP has been disseminated to staff. Staff have been encouraged to attend training regarding the Blackboard 9.1 update and to include a review of the eLP site as part of the peer review process.</p> <p><i>Through various conversations with students, it was highlighted that the induction process could perhaps be improved. Having looked through evidence in the base room, it is clear that an online-induction package has been developed for this purpose. The Panel therefore suggests that this resource could be promoted more widely before the students begin their studies.</i></p>	

Induction needs to be fit for purpose given the complexity of start dates, single module registration etc. and therefore the various programmes in the discipline utilise different induction strategies. The Continuing Professional Development Framework has implemented an enrolment day prior to commencement of the programme in addition to the on-line resource. The on-line resource has been updated and will be promoted via the student welcome letter and on the first day of the programme.

Enhancement Strategies

The provision should share and promote the excellent enhancement that they have developed to a wider audience.

Staff continue to share good practice to a wider audience and promote programmes, examples include:

- at the Infection Control Society, the RCN Health Visiting Conference and an abstract has been submitted to the Higher Education Academy conference in June 2013;
- 3 abstracts accepted at a symposium for the European Federation of Nurse Educators (FINE) with the RCN Education Forum International Conference 2012 and the presentations were very well received;
- paper presented at the new Faculty staff development day which outlined the programmes and the enhancement used within them;
- paper accepted in Nurse Education Today regarding an enhancement and at an international conference in Belgrade in 2013;
- after the success of winning in 2012 the Continuing Professional Development Framework has entered the Nursing Times Awards for 2013.