	Northumbria University
Periodic Review Report Template	
School	**Health, Community & Education Studies**
Discipline Name	**Education Studies**
Date of Review	**5 / 6 April 2011**
Review Panel (approved by University Learning and Teaching Committee)	**Internal Members:** Professor Jackie Harvey (Chair) Dr. Justin Perry Dr. Helen Smith **Students' Union Member:** Holly Seabrook **External Member:** Gina Donovan **Facilitator:** Sally Iles
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (2008 version), available from http://northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/

Section 1	Discipline Aims and Context

Scope of the Review
Education Studies is a newly created Discipline area, developed since the last review which was conducted in 2006. The Discipline sits within the Education and Social Care programme area and aims to address different aspects of local, regional and national workforce needs in education. These areas continue to be subject to constant change, but share a common value base and core commitment to improving outcomes for children and young people.

The programmes that make up the 'Education Discipline' are very diverse in nature and cover a range of awards, however, they can be subdivided into the three areas: Initial Teacher Training (ITE) which manages fourteen programmes, Post-Compulsory Education and Training (PCET) which manages three groups of programmes and an International Teacher Education programme for the Egyptian Government. Students are enrolled on a variety of programmes in the Discipline area including Post and Professional Graduate Certificates in Education and BAs. These range across primary, secondary and further education.

In the current academic year (2010/11), the Discipline comprised 31 full-time and 7 part-time staff. These were supported by a large cadre (66) of visiting lecturers who play a full role in programme delivery. There are a total of 907 students (715 *full-time* and 192 *part-time*) enrolled on programmes within the Discipline area.

Discipline Aims
The overarching aim of the Discipline is to provide opportunities for students to become active and reflective learners in both academic and professional practices. The Discipline aims to achieve this through providing a flexible and developmental range of programmes and modules which are recognised nationally and internationally, as being of excellent quality, stimulating and effective in developing educational practitioners for the 21st Century.

The Panel identified the following strengths:
- Very well articulated aims and core values that are evident at all levels and embodied in staff attitude and approach;
- Responsiveness and resilience to external changing contexts;

- An entrepreneurial approach to capitalising and enhancing on a variety of national and international funding streams;
- Evidence of practice that demonstrates esteem and impact within the sector;
- Commitment to future succession planning.

Statement
We encourage the School to support the efforts of the Discipline as it continues to diversify funding sources. We further note and commend the obvious commitment of staff and suggest workloads be carefully monitored as the Discipline moves into new models of delivery.

Section 2	Curricula and Standards

The Panel identified the following strengths:
- Overall confidence in the QA process;
- Flexible modes of delivery of a range of programmes including innovative, ground-breaking approaches to learning and teaching technologies;
- The structured approach to RSA underpins the clear interface between practice / research / curriculum;
- Trust and networking with stakeholders described as being *"partnerships with the institution and relationships with people"*;
- Representation on national committees / groups.

The Panel made the following recommendations for further development:
- We encourage the continuation of an impressive record of student centred education provision;
- We support the mentor training developments within PCET that are capitalising on existing Discipline experience and expertise.

Section 3	Management Information Trends

The Panel identified the following strengths:
- Robust applications to funded programmes;
- Strong retention rates that, combined with robust applications, create a virtuous cycle;
- Assistance with data interpretation provided by the School Information & Data Analyst.

The Panel made the following recommendation for further development:
- Enhance the use of the Information & Data Analyst to measure the impact of ongoing and new initiatives.

Section 4	Student Experience

The Panel identified the following strengths:
- The strength of underpinning the student experience by using highly effective individual learning plans (promoting self awareness, analytical and critical thinking skills);
- The co-ordinated programme plan that enhanced the students' ability to manage their workload;
- Student support mechanisms (for placements / campus / DL routes) are well communicated as well as being flexible;
- The visiting lecturer involvement in terms of their utilisation and contribution to the student experience adds to both programme currency and supports employability;
- The Discipline has been proactive in developing a portfolio of successful, flexible delivery models to respond to student needs and funding patterns.

The Panel made the following recommendations for further development:
Against a background of transition:
- We recommend that the Discipline maintains existing lines of communication with students;
- We recommend that the Discipline monitors student support mechanisms across campus / placement environments as well as on DL programmes.

Section 5	Enhancement Strategies

The Panel identified the following strengths:
- The Discipline comprises an experienced team with a positive (proactive) attitude to developing and delivering enhancement activities that comprises both internally initiated and externally funded projects won from a competitive bidding process;
- The School's investment in the in-house L&T teaching team and its strong, vital contribution to programme development, innovation and ongoing delivery;
- Establishment of a wider range of high quality international links is enhancing opportunities (for staff and students);
- Mentoring of research and bid writing.

The Panel made the following recommendation for further development:
- We recommended that the current L&T technology input together with other developments are maintained and good practice disseminated.

Section 6	Discipline Response to Report

Curricula and Standards

We encourage the continuation of an impressive record of student centred education provision.
Student centred education is constantly being further developed by all the Programme Teams.

We support the mentor training developments within PCET that are capitalising on existing Discipline experience and expertise.
Support continues for mentor training opportunities on PCET programmes.

Management Information Trends

Enhance the use of the Information & Data Analyst to measure the impact of ongoing and new initiatives.
Further analysis to be carried out of the impact on student learning of various new initiatives. Data from various sources, local and national, including (National Student Survey) is constantly being used to measure impact.

Student Experience

We recommend that the Discipline maintains existing lines of communication with students.
All current lines of communication are being maintained with enhanced communication through programme committees and staff/student forums.

We recommend that the Discipline monitors student support mechanisms across campus / placement environments as well as on DL programmes.
The monitoring of student support mechanisms is constantly under review and being further developed as necessary.

Enhancement Strategies

We recommended that the current L&T technology input together with other developments are maintained and good practice disseminated.
Developments in the use of Learning and Teaching technologies continue with dissemination across the programmes as well as across the School through the December conference.