

Periodic Review Report Template

Faculty	Health & Life Sciences
Discipline Name	Negotiated Work Based Learning Programmes
Date of Review	30 & 31 January 2013
Review Panel (approved by Review Sub-Committee)	<p>Internal Membership Professor Peter Francis (Chair): Professor of Learning and Teaching and Associate Dean (Academic), Faculty of Arts, Design and Social Sciences. John Stephens: Senior Lecturer, Faculty of Health and Life Sciences. Christine Sorensen: Programme Director for General Business Programmes, Faculty of Business and Law. Mike Potter: Vice President Communications and Democracy, Students' Union.</p> <p>External Membership Dr. David Perrin: Director of Professional Development, Director, Centre for Work Related Studies, University of Chester.</p> <p>Facilitator Sally Iles: Academic Co-ordinator (Review), Academic Quality</p>
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (February 2012 version), available from http://northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/

Section 1	Discipline Aims and Context
<p>Negotiated Work-Based Learning (NWBL) incorporates two related but distinct programmes; the Professional Practice Awards (PPA) which sit within the Flexible Learning Centre and Employer Led Foundation Degrees (ELFD). The NWBL approved activity was established within the School of Health, Community and Education Studies (HCES) which has recently been amalgamated with the School of Life Sciences to create the Faculty of Health & Life Sciences (FHLS). The programmes within the Discipline focus upon personal, professional and organisational development. Students come from a variety of professions and positions within employing organisations and NWBL programmes enable them to learn in and through work. For employers the programmes offer the opportunity for appropriate bespoke and focussed workforce development. The programmes have developed learning and teaching approaches which enable individuals to: develop as highly motivated active learners; to be able to work autonomously; to take responsibility for identifying their learning needs and aspirations and for managing the learning process.</p> <p>The Professional Practice Awards (PPA) Framework was developed in response to demands from employers and stakeholders. The Framework offers awards at 60 credit intervals from levels four to seven and a statement of achievement at all levels up to 60 credits. BA/BSc (Hons) award titles include; Health Practice, Education Practice, Social Care Practice, Community Practice, Health and Social Care Practice, Education and Training Practice, Early Years Practice, Children's Care Practice and Support Services Practice. The approach adopted utilises partnership agreements with organisations and learning contracts with individuals to negotiate and define learning pathways which integrate work-based and academic learning.</p> <p>The Employer Led Foundation Degree (ELFD) utilises a unique, bespoke and highly innovative hybrid curriculum model which seeks to provide a business solution to employers' workforce development needs. The ELFD was originally developed in partnership with NHS Newcastle and North Tyneside Community Health (NNTCH) and piloted through funding from One North East via the North East Strategic Health Authority. It was one of three Regional Foundation Degree models to address a key priority for the NHS of upskilling of its workforce at all levels. The first ELFD in NHS Service Improvement Learning (SIL) was validated in November 2009 and the ELFD in Psychological Support and Helping Skills in NHS Community Healthcare Settings was validated in January 2011.</p>	

There have been over 1,500 student enrolments into the Discipline programmes during the period of time under Periodic Review and currently there are 247 enrolled students. Further intakes are planned throughout the 2012-13 academic year, and potential new business is under negotiation. The Discipline is supported by 5 FTE academic staff for the PPA, 1.5 FTE academic staff for the ELFD and 3 FTE administrative staff.

Learning Resources: appropriate learning environments and learning resources for the NWBL programmes are negotiated within the learning partnership agreement. Typically employers provide accommodation, facilities and resources, whilst the University provides academic support, study skills and library facilities which are identified within the Learning Partnership Agreement.

Panel recommendations

- The panel recommends that the University consolidates its work-based learning framework in order to maximise market opportunities, enable effective partnership working and deliver a research-rich, business-focussed, professional learning 'offer' with a reputation for academic quality in line with Vision 2025.
- The discipline team is encouraged to appraise its teaching and learning 'offer' in the light of market opportunities (Home / EU / International) and changes in the external learning and political environment in order to maximise opportunities for recruitment at home and abroad.

Section 2

Curricula and Standards

The Panel identified the following strengths:

- Appropriate standards are maintained within the discipline and this is confirmed in the review of programme documentation and in discussions with students, staff and employers.
- The strengths of the discipline and its programmes include its ability to capture learning through the workplace, to view work as the curriculum and to develop critically reflective practice.
- There was clear evidence that the discipline offers added value to stakeholder partner organisations, and student learners.
- The panel acknowledges the discipline's management of complexity.

The Panel made the following recommendations for further development:

- Review the location and delivery of practitioner enquiry and articulate this through learning outcomes and modules (as appropriate).
- To manage complexity (possible level of study that could be studied, award options, choice of modules) and balance with demand in such a way as to maximise future market opportunities (Home / EU / International) and partnership developments.

Section 3

Management Information Trends

The Panel identified the following strengths:

- The discipline team demonstrates good awareness of data issues, engages responsively to managing complexity and is working collaboratively with AQ to manage information trends effectively.

The Panel made the following recommendations for further development:

- Academic Quality should continue to work with the subject team, discipline and Faculty to ensure appropriate and relevant data construction, capture and reporting taking account of University requirements.

Section 4	Student Experience
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • There was evidence of a diverse student experience benefiting from strong guidance and support within the workplace and from within the institution delivered by the discipline team and workplace advisors. • Excellent use of formative feedback which is embedded in the learning and teaching strategy of the programmes and modules. • Effective Library support provided by Academic Services and by the many organisations, and that this is enhanced by effective liaison between the University and its partners. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • The discipline is encouraged to prioritise the implementation and use of Blackboard as a means through which learner engagement and shared learning can be established and enhanced within modules and programmes. • The Faculty and Students' Union further work together to maximise opportunities for student representation, engagement and participation. 	
Section 5	Enhancement Strategies
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The discipline team is commended for their enhancement initiatives across all stages of provision many of which are of relevance University-wide e.g. the Learning Partnership Agreement that sits alongside the University's Legal Contract. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • Explore opportunities to develop and implement online work-based learning materials with a view to establishing new national and international partnership opportunities for negotiated work-based learning. 	
Section 6	Discipline Response to Report
<p>Discipline Aims and Context</p> <p><i>The panel recommends that the University consolidates its work-based learning framework in order to maximise market opportunities, enable effective partnership working and deliver a research-rich, business-focussed, professional learning 'offer' with a reputation for academic quality in line with Vision 2025.</i></p> <p>University-level discussions are ongoing about the development of the Work Based Learning Framework. In the department, Programme Leads continue to liaise with the Associate Dean Business and Engagement and develop partnership working, attending professional events and networking opportunities.</p> <p><i>The discipline team is encouraged to appraise its teaching and learning 'offer' in the light of market opportunities (Home / EU / International) and changes in the external learning and political environment in order to maximise opportunities for recruitment at home and abroad.</i></p> <p>Leaflets have been created and distributed to market the programme locally. Programme Leads have continued to network with various employers and to seek new opportunities for business engagement. Contracting has been much smoother during this academic year due to close working with the Associate Dean for Business and Engagement. Liaison is ongoing with Oslo University College regarding the possibility of a Joint work-based learning project funded by the Norwegian government.</p> <p>Curricula and Standards</p> <p><i>Review the location and delivery of practitioner enquiry and articulate this through learning outcomes and modules (as appropriate).</i></p> <p>Practitioner enquiry has been made more explicit within module delivery. Programme Leads have attended and are members of the Faculty Dissertation group which aims to offer parity of experience and delivery across PG programmes.</p> <p><i>To manage complexity (possible level of study that could be studied, award options, choice of modules) and</i></p>	

balance with demand in such a way as to maximise future market opportunities (Home / EU / International) and partnership developments.

Complexity is already being managed well for the home market partially through the use of learning partnership agreements. Framework to be reviewed for international use with markets and systems to be appraised to develop a simplified process for dissemination. Formal agreement on the framework is awaited before the e-learning routes can be explored further.

Management Information Trends

Academic Quality should continue to work with the subject team, discipline and Faculty to ensure appropriate and relevant data construction, capture and reporting taking account of University requirements.

Liaison continues to try and ensure accurate data capture and grouping of programmes for Annual Programme Monitoring is reviewed to ensure appropriateness.

Student Experience

The discipline is encouraged to prioritise the implementation and use of Blackboard as a means through which learner engagement and shared learning can be established and enhanced within modules and programmes.

All programmes have now converted from Pebble Pad to Blackboard. Evaluations are being collected and the value of Blackboard as a learning tool will be evaluated across all disciplines at the end of the academic year. Early evaluation from the pilot health cohort indicates students largely view Blackboard positively.

The Faculty and Students' Union further work together to maximise opportunities for student representation, engagement and participation.

Student representatives have been recruited, however only one attended the training offered, they were invited to give feedback. Meetings have been held with representatives from the Students Union to share ideas for maximising engagement. There has been an excellent response this year in the internal Student Survey with many positive comments offered.

Enhancement Strategies

Explore opportunities to develop and implement online work-based learning materials with a view to establishing new national and international partnership opportunities for negotiated work-based learning.

There has been a steady increase in the use of online learning. An early years group in a rural area are exploring the use of social networking to support their learning.