

Periodic Review Report Template

Faculty	Health and Life Sciences
Discipline Name	Postgraduate Former HCES Programmes
Date of Review	10 and 11 December 2013
Review Panel (approved by Review Sub-Committee)	Internal Membership Dr Andrew Robson, Director of Programmes, Faculty of Business and Law (Chair) Linda Spencer, Principal Lecturer and Learning and Teaching Champion, Faculty of Engineering and Environment Debbie Porteous, Director of Programmes, Faculty of Health and Life Sciences Natalie-Dawn Hodgson, Student's Union President Sean Cavan, Head of Continuing Professional Development, Sheffield Hallam University (External)
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (September 2013 version), available from http://northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/

Section 1	Discipline Aims and Context
<p>This Periodic Review covers Postgraduate & Post-Qualifying Studies activity in the former School of Health, Education and Community Studies and includes programmes in Health and Social Care, Education and Family Therapy/Systemic Practice. In the year 2011-12 the provision catered for 322 post graduate students who were supported by 22 permanent academic members of staff, plus additional visiting lecturer staff. These programmes focus on the personal and professional development of individuals who are normally working as qualified professionals within their sphere of practice, thus also supporting the development of the organisations within which programme participants are employed. Most programmes within the discipline include an element of practice development since participants use their learning to critically analyse dimensions of practice and change aspects of this through collaborative and emancipatory processes. Programmes within the discipline are distinct but also provide opportunities for shared teaching and learning particularly in the research modules. The majority of programmes are offered as linked Postgraduate Certificate, Postgraduate Diploma and Masters awards.</p> <p>The main aims of the Postgraduate & Post-Qualifying Provision can be summarised as follows:</p> <p>At Postgraduate Certificate level:</p> <ul style="list-style-type: none"> • Provide students/participants from a variety of health, education and social care backgrounds with learning opportunities that facilitate their personal, academic and professional development as professional practitioners. • Provide diverse, flexible and relevant learning capable of addressing professional body requirements for those that will function within health, education and social care contexts. • Ensure choice of coherent study leading to academic awards. • Enable the recognition of and progression from existing knowledge and skills via a variety of non standard entry mechanisms. • Utilise a range of learning, teaching and assessment methods based upon up to date, evidence based practice both in higher education and in the practice arena. <p>At Postgraduate Diploma level:</p> <ul style="list-style-type: none"> • Enable participants to critically explore the concept of scholarship and the knowledge and understanding required to underpin professional practice within their practice contexts. • Ensure that participants develop a comprehensive and robust understanding of the nature of their professional practice and their own personal development within this. • Provide opportunities for participants to transform their understanding of the processes involved in the design, implementation, monitoring, sustaining and evaluation of innovative practice. • Enable participants to lead and manage practice development and through this meet the needs of health, education and social care contexts and, where appropriate, national professional body 	

standards.

- Facilitate the participants' contribution to professional knowledge development through the critical examination of the range of approaches to research work and the development of sound and comprehensive project proposals.

At Masters level:

- Enable programme participants to identify & conceptualise a relevant research question that can be applied to practice.
- Support participants in the development and execution of either literature/evidence based work or a small-scale research project that will develop knowledge in the field of health or education or social care.
- Facilitate the contribution of participants to knowledge development through dissemination and reporting of their research findings.
- Provide an environment within which participants are exposed to a robust and contemporary research culture.

The Health & Social Care Context

Current policy drivers within health and social care are aimed at delivering outstanding performance in the way services are led and managed with emphasis placed on local need rather than national targets and services which can compete effectively in a provider market. Academic programmes provided within this discipline whilst acknowledging the wealth of experience qualified health and social care professionals bring, recognise that participants require assistance to adapt to local health and wellbeing needs and user led services operating within a competitive market. There is a need to provide strong leadership, stimulate change and develop innovative approaches and to manage the application of locally defined policy and provision. Thus programmes provide participants with a clear understanding of relevant policy and academic theory and the application of these ideas to practice, as well as developing clear insights into approaches to research and how research may be used to explore and develop best practice. The development of curricula within the postgraduate and post-qualifying discipline is sometimes a collaborative undertaking between our business partners and the Faculty of Health & Life Science and at times, other Faculties within Northumbria University such as the Faculty of Business & Law. Within this provision there is a range of taught postgraduate programmes undertaken on a full time basis by international participants from several different countries who sometimes share some learning with UK students studying the programmes on a part-time basis. A particular focus of these programmes is the international priority of tackling global health issues and reforms required to address both persistent and new health challenges (WHO 2012).

Programmes included:

- PGC/D/MSc. Academic & Professional Learning (Running out – year 3 only)
- MSc. Clinical Research Year 3 only
- MSc. Health & Social Care Year 3 only
- PGC/D/MSc. Education in Professional Practice
- PG Cert/Dip/MSc. General Practice Education
- PG Cert. Healthcare Leadership & Governance
- PG C/D/MSc Health & Social Care Leadership
- MSc. Health Sciences (Management) FT - International only
- MSc. Physiotherapy Studies FT – International only
- Master in Public Health (PT & FT)
- Advanced PG Cert. Musculo-Skeletal Clinical Practice
- MSc Nursing/Nursing Leadership/Healthcare/Healthcare Leadership
- PG Dip. Evidence Based Psychological Therapy

The Education Context

For the decade prior to 2010 Postgraduate Professional Development (PPD) for Teachers was an integral part of Government policy to upskill the profession, enabling teachers to meet the demands of the modern education system and the subsequent targets and needs of the pupils in their care. The cost of such programmes for anyone with qualified teachers status (QTS) was subsidised and culminated in the pilot of Masters in Teaching and Learning (MTL) in April 2010 which was to be rolled out to all newly qualified teachers (NQTs) making teaching a Masters level profession. However a change in policy direction has resulted in teachers being encouraged to undertake other forms of Professional CPD, for instance that offered by the National College for Teaching and Leadership (NCTL). Students now need to fund themselves which has had caused a reduction in numbers. Many changes are taking place in education following the white paper of November 2010 (DoE 2010). These include free schools, academies, school direct, changes to national curriculum, changes to GCSEs and A-Levels, therefore CPD remains a key area

in Education. In order to continue to engage with such provision the programme area is evolving to one where increasingly activity is set in the locality and tailored to meet the needs of partner schools. Closer relationships with schools can also lead to benefits in other areas of education provision. Thus, although the sector is still in a state of flux, Northumbria University is geared up to meet the needs of the profession.

Programmes included:

- MA Autism
- MA Education (PT & FT)
- MA Education Studies (running out years 2 & 3 left)
- MA Leadership & Management in Integrated Children's Services (with or without NPQICL)
- MA Psychoanalytical Observation Studies
- MA Special Education Needs and Inclusive (Practice)
- PG Cert. Teaching Pupils with Dyslexia in the School Context
- MA Education Leadership
- M. Ed. with Leadership
- M.Ed. with Teaching & Learning
- M.Ed. with Curriculum Development FT – overseas only

Higher Education

The PG Cert in Higher Education Practice and Academic Practice awards are only available for staff at Northumbria (and staff at institutions associated with Northumbria). The programmes were designed to address Northumbria's strategic priorities and sector requirements. The Academic Practice programme was designed as the CPD framework for Northumbria staff who teach and support student learning. Completion of PGHEP or one of its two modules is a contractual requirement for early career academics; exemptions are decided at interview.

Programmes included:

- PG C/D/MA Academic Practice
- PG Cert. Higher Education Practice (HEP)

The Family Therapy & Systemic Practice Context

Family therapy is one of the major psychotherapies specified in the NHS review of Psychotherapy (1996). and the principles of the approach are complementary with recent policy agendas and practice guidance such as Think Families, The Munro Report, NICE Guidance, the National Service Framework for mental health (Dept. of Health 1999). The programmes provide advanced level, multi-disciplinary training in this evidence-based speciality for qualified health and social care professionals. The United Kingdom Council for Psychotherapy (UKCP) now has over 4,000 psychotherapists of different persuasions on its register, of which over 15% are registered within the Family, Couple, Sexual and Systemic (FCSS) section. A requirement of registration is that practitioners must have professionally accredited qualifications as well as supervision from a qualified supervisor. There is a growing need for trainers to supervise practitioners in the disciplines of psychiatry, psychology, nursing and social work. In 2009 the Association for Family Therapy (AFT) reviewed criteria for the training of supervisors following on from the examples set nationally by other branches of psychotherapy and counselling and internationally by AAMFT in the USA and FAI in Southern Ireland. Our programmes enable students to undertake quality assured programmes with nationally recognised QA benchmarks at psychotherapy and supervision levels in the profession and for their sponsor/employers to fulfil government strategy, policy and practice guidance.

Programmes included:

- MA Family Therapy & Systemic Practice
- MA Systemic Teaching, Training & Supervision

Resources

The majority of these programmes are delivered on the Coach Lane Campus. There has been extensive investment on the campus over the past 11 years and there is a range of small and large classrooms and lecture theatres to meet the needs of larger groups. Specialist facilities are available in the Faculty's Clinical Skills Centre which hosts a range of state of the art simulation and other equipment. In addition to this the main refectory and classrooms and corridors on A, B and C Block have been extensively modernised. The refurbishment of Coach Lane Library was completed over 2 years in 2012 and provides a new open plan entrance, improved café facilities, discussion areas and bookable small meeting rooms. The layout of the book stock on floors 1 and 2 was redesigned to create space on floor 2 for a research zone with larger study desks and smart board technology. Skills sessions for students are delivered in the Learning Zone on Floor 1 and students are supported by Northumbria Skills Plus which is an online portal of help guides covering a wide range of academic study. The PG Cert. (HEP) programme is a cross University

programme, most of its participants are supported in their learning journey by the learning resources that are available at City campus.

The Panel noted the diverse nature of the student body across the programmes which has resulted in a spectrum of provision to meet a range of stakeholder requirements. The discipline has to respond quickly to a recognisable but fluid external environment and capitalises on the commitment of the Faculty and its academic staff to develop their own professional practice and the professional practice of their students. The panel therefore felt it was important to highlight that the University's desired workload model for academic staff should encompass the maintenance of professional standards and engagement with external stakeholders within the scope of '40% research', given the impact of this engagement to activities such as contribution to national policy making. The panel also noted that within the discipline there are various niche programmes that are highly dependent upon individual or small numbers of staff and that care should be taken to ensure adequate resourcing to safeguard programme and student experience.

Section 2	Curricula and Standards
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The Panel identified the following strengths:

- Clearly articulated aims and learning outcomes.
- Established and positive partnerships with external stakeholders, underpinned by high levels of mutual engagement.
- Responsiveness, proactivity and flexibility with regard to markets and key external stakeholders.
- Connectivity through a common Learning and Teaching philosophy across the three programme sub-areas considered.
- The existence of key flagship programmes.

The Panel made the following recommendations for further development:

- Use of existing partnerships, market intelligence and changes to contracts with key partners/sectors in combination to expand the Postgraduate Taught provision.
- Provision of 'e-pedagogic' support and staff development to inform the implementation of the minimum eLP standard as well as the more bespoke delivery requirements.

Section 3	Management Information Trends
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The Panel identified the following strengths:

- Certain of the programmes recruit both domestically and internationally with good cohort sizes and a realisation of very high levels of retention, completion and good awards, e.g. Master in Public Health.

The Panel made the following recommendations for further development:

- There are small numbers in some cohorts, but core modules with commonality of content, ensures their viability and associated student experience. Where niche/small programmes continue to run, further utilisation of such economies will need to be considered.

Section 4	Student Experience
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The Panel identified the following strengths:

- The practice orientation of the academic staff makes programmes highly credible, and in turn, positively impacts on student experience.
- There is clear evidence of both discipline and pedagogic-based research informing and being embedded into teaching on the programmes.
- The PG HEP programme provides an excellent opportunity for staff development, and thus enhancement of the student experience which in turn enhances the reputation of the university.
- The staff profile in terms of their wider stakeholder relationships and involvement in activities such as policy development and contribution to national agendas provide a practice-based profile that benefits the student experience in terms of both content and in learning and teaching approaches.

The Panel made the following recommendations for further development:

- None.

Section 5

Enhancement Strategies

The Panel identified the following strengths:

- The showcase enhancement events, 'Dissertation Café' and 'Practice Learning Opportunities for International Students' illustrate the particularly innovative interventions that can be disseminated beyond the Faculty.
- The availability of enhancement opportunities for full time and associate staff.
- There is a strong endorsement for the Library and its support provision.
- There is recognition of staff empathy and support for students with disabilities.
- There is recognition that students have realised career improvements and enhancement through participation in the programmes.

The Panel made the following recommendations for further development:

- Whilst examples of very good eLP practice exist across the programmes there is a lack of consistency in its utilisation. As such, the baseline Faculty minimum standards should be revisited, re-launched and audited.
- A support network for disabled students may prove beneficial for their overall student experience.
- The University and Faculty need to investigate access issues for disabled students and staff, including automatic door opening, accessibility to catering facilities and quiet room.

Section 6

Discipline Response to Report

Short summary response by Discipline on follow up action for inclusion in published report:

Curricula and standards:

Use of existing partnerships, market intelligence and changes to contracts with key partners/sectors in combination to expand the Postgraduate Taught provision.

- i) HLS Business and Engagement team has been developed focusing on existing and new partnerships. On-going review of new CPD and the development of a workforce development team based at Innovate@ Northumbria NDC. Market intelligence has been developed for Post Graduate provision across the faculty.
- ii) More than 20 staff hold CRM licence and utilising the Sage ACT system
- iii) This approach has now been embedded across the provision to ensure briefing and information sessions and materials are available. This has been organised within departments to enable the best opportunities are made available to students.

Provision of 'e-pedagogic' support and staff development to inform the implementation of the minimum eLP standard as well as the more bespoke delivery requirements.

- i) Every Wednesday morning a representative from the Technology Enhanced Learning Support Team from City is conducting a drop in session at CLC to offer guidance and support
- ii) This work is ongoing. Learning and Teaching leads are currently exploring the quality of e-learning sites within their Departments

Management information trends

There are small numbers in some cohorts, but core modules with commonality of content, ensures their viability and associated student experience. Where niche/small programmes continue to run, further utilisation of such economies will need to be considered.

- i) There have been discussions and both short term and long term developments in this area.
- ii) The team have begun to discuss this issue but support in this area is limited at present.

- iii) The resource for development in this area is under review and has been actioned where possible at this stage in monitoring progress.

Enhancement strategies

Whilst examples of very good eLP practice exist across the programmes there is a lack of consistency in its utilisation. As such, the baseline Faculty minimum standards should be revisited, re-launched and audited.

Every Wednesday morning a representative from the Technology Enhanced Learning Support Team from City is conducting a drop in session at CLC to offer guidance and support. This work is ongoing. Learning and Teaching leads are currently exploring the quality of e-learning sites within their Departments.

A support network for disabled students may prove beneficial for their overall student experience.

Further discussions have taken place with SU Vice President Welfare and Equality and Disabled Students' representative and it is hoped that a 'mentoring' or 'buddy' system will be in place for disabled students for September 2015 starters.

The University and Faculty need to investigate access issues for disabled students and staff, including automatic door opening, accessibility to catering facilities and quiet room.

- i) Plans have been drawn up and recommendations made for the creation of an accessible Quiet Room on the east campus.
- ii) The C Block ground floor refurbishment has been completed addressing the issues highlighted by the periodic review and much more.