

Periodic Review Report Template

Department and Faculty	Social Work, Education and Community Wellbeing – Subject area: Education and Lifelong Learning Faculty of Health and Life Sciences
Date of Review	22-23 May 2019
Review Panel (approved by Academic Registry)	Dr Heather Robson, Associate Pro-Vice Chancellor - Head of the School of Design, Faculty of Arts, Design and Social Sciences (Chair) Chris Tait, Principal Lecturer, Sports, Exercise and Rehabilitation Faculty of Health and Life Sciences Angela McGrane, Senior Lecturer, Faculty of Business and Law (Preliminary Analysis) / Dr Jimmy Milligan, Registry Services Manager, Academic Registry (Event) Karl Robson, SU Sabbatical Officer, Vice President Education Dr Karen Boardman, Head of Early Years Education, Edge Hill University
Method of Review	This review was conducted using the periodic review procedure defined by Northumbria University Review Framework

Notes:

- 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 Quality and Teaching Excellence web pages ([Periodic Review Reports](#))

Section 1	Department Context
	<ul style="list-style-type: none"> • Short statement of the main aims of the department • Short statement of any necessary contextual information (e.g. physical and organisational location, any recent restructuring etc.) <p>Scope of review: programme areas, staff and students Education is part of the Department of Social Work, Education and Community Well Being, within the Faculty for Health and Life Sciences.</p> <p>There are just over 1,000 students within Education, the majority on initial teacher education (ITE) programmes at both undergraduate and postgraduate level. The remaining 130+ students are split between postgraduate educational studies, including aspects of special educational needs, as well as early years or professional practice undergraduate studies.</p> <p>There are 362 BA undergraduate students, of which 39 are part time, and 706 postgraduate students, of which 165 are part time. There is a small number of international students studying Education, largely at post graduate level.</p> <p>A number of students study whilst in education related employment, or require the student to be employed - all students undertaking Early Years Practice, at either UG or PG level, are employed within the early years sector. The University holds a contract with Teach First, to co-deliver a 2-year PGDE to graduates employed in schools located in areas of high social deprivation.</p> <p>The subject area includes a number of initial teacher education collaborative ventures providing validated PGCEs for about 185 students within six School Centred Initial Teacher Training (SCITT) organisations spread across the North East, as well as Yorkshire and Buckinghamshire.</p>

There is also initial teacher education provision as a blended learning programme, with the 2 year part time PGCE Early Primary Education blended programme enables students to remain in their employed roles as they retrain to become a teacher.

The subject area has 27 full time academic staff, supported by 2.8 FTE associate lecturers contracted to provide specific professional expertise, as well as fulfilling PSRB requirements. Teaching across the subject area also benefits from visiting lecturers, many of whom have nationally recognised expertise and experience in their field, including national and specialist leaders in education, for example designated National Leaders in Education (NLE) and Specialist Leaders in Education (SLE).

Main aims of the department

The subject area is committed to high quality teaching and learning with programmes endorsing the Programme Framework for Northumbria Awards through embedded research rich and technology enhanced learning, employability and assessment for learning and achievement.

Education programmes reflect current best practice in meeting the needs of students and employers, through working collaboratively. The discipline uses its 'Education Strategy and a 5 year implementation plan' and has set the following goals to achieve by 2023:

- A creative and cohesive curriculum which provides all learners with opportunities to progress from undergraduate to postgraduate and PhD study
- Offer flexibility within taught programmes to reflect both the teaching and research expertise of staff across the department, including in areas which address national priorities
- Be rated Gold in the subject level TEF
- Have an improved conversion rate of ITT UG/PGCE students to Masters
- Produce high quality educational research with measurable impact
- Have an increased % current staff with a PhD

Contextual information (e.g. physical and organisational location, any recent restructuring etc.)

Education is based at Northumbria's Coach Lane Campus. The campus has a range of generic flexible teaching spaces, as well as practical spaces for the teaching of Art, Science and Physical Education. The campus is served by a library, which contains a wide range of education specific texts and learning resources.

SCITT partners deliver validated programmes at their own institutions, which are quality assured to ensure that their students have access to a high-quality learning environment with appropriate resources.

Integral to initial teacher education is the contribution of partnership schools to the learning experience and environment of the students. This takes the form of many teachers and senior leaders delivering lectures and workshops on campus, but also includes a wide range of learning experiences that take place within schools themselves. The initial teacher education partnership engages with over 300 schools each year, mainly located within the North East region, between Teesside and the Cumbrian and Scottish borders.

Initial teacher education students spend a significant amount of time with partnership schools on a wide range of placements, each designed to focus upon a specific aspect of professional development. natural environment. The PGCE Art Craft and Design programme has links to BALTIC Art Gallery, with students accessing resources and expertise from both the gallery and the wider regional gallery and professional network.

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	<ul style="list-style-type: none"> • meets UK and NU expectations, 	✓
	<ul style="list-style-type: none"> • requires improvement to meet UK and NU expectations, 	
	<ul style="list-style-type: none"> • does not meet UK and NU expectations. 	
The quality of students'	<ul style="list-style-type: none"> • commended, 	✓

learning opportunities	<ul style="list-style-type: none"> meets UK and NU expectations, 	
	<ul style="list-style-type: none"> requires improvement to meet UK and NU expectations or, 	
	<ul style="list-style-type: none"> does not meet UK and NU expectations. 	
Information about higher education provision	<ul style="list-style-type: none"> commended, 	
	<ul style="list-style-type: none"> meets UK and NU expectations, 	✓
	<ul style="list-style-type: none"> requires improvement to meet UK and NU expectations or, 	
	<ul style="list-style-type: none"> does not meet UK and NU expectations. 	
The enhancement of students' learning opportunities	<ul style="list-style-type: none"> commended, 	✓
	<ul style="list-style-type: none"> meets UK and NU expectations, 	
	<ul style="list-style-type: none"> requires improvement to meet UK and NU expectations or, 	
	<ul style="list-style-type: none"> does not meet UK and NU expectations. 	

Section 3	The setting and maintenance of threshold academic standards
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> The discipline is responsive to change from multiple requirements, and work collegiately with external partners, meeting internal and external standards, and stakeholder needs. The leadership at department, subject and programme level. The contribution from staff across the programme to exchange ideas and share experience in maintaining standards. <p>The Panel made the following recommendations and timescales for further development: No recommendations for development made.</p> <p>The Panel made the following observations:</p> <p>The rigour required for the discipline to meet challenges is transparent.</p>	

Section 4	The quality of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> Reflective and considerate practitioners as a learning community. The relationship with the partner schools in the provision, which gives very strong outcomes for students. The communication with the students, creating a strong culture of learning. Students having the confidence in raising issues with academic staff, which are clearly responded to. Criticality and reflective practice are evident across the programmes. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> Ensure awareness of the curriculum mapping that is available to students, and share with placement providers as part of learning and teaching resources. <p>The Panel made the following observations:</p> <p>Alumni continue to be inspired by the academic staff, and act as ambassadors for the university</p>	

Section 5	Information about higher education provision
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Responsiveness to the challenges in retention within the sector. • The employability strategy in response to the challenges of the region, and development of networks beyond the region. <p>The Panel made the following recommendations and timescales for further development: No recommendations for development made.</p>	
<p>The Panel made the following observations:</p> <p>The outcomes from PFNA re-designed 3-year programmes have yet to be realised.</p>	

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Students and partners have good awareness of research activity within the academic staff role. • Strong identity with education as a discipline within the department. • Students are invested within their programme of study. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • To ensure that the academic workloads associated with the personalised approach to supporting individual students is sustainable and equitable. This should be recognised, valued and consistent within the faculty. • To develop implementation plans for increasing awareness of academic research as an employability option, and recruitment to PG research programmes. 	
<p>The Panel made the following observations:</p> <ul style="list-style-type: none"> • The Panel recognises the challenge of balancing primary and secondary needs within content delivery. • The additional accreditations options built within programmes were noted. 	

Section 7	Further Quality Assurance Monitoring	
	<i>This section is copied from the self-evaluation document to acknowledge actions which the Department/Faculty has already identified and is already actioning.</i>	
Affirmations ¹	Please list any affirmations identified and accompanying actions (<i>add extra rows as needed</i>)	
	Issue	Action
	Student perception of assessment and feedback processes	Made Improved moderation processes more explicit to students, cross programme QA Review of PG outcomes at D/C level.
	Employment (ITE core programmes)	See Employment Strategy (supplied to the Panel)
Audit Trails	The Panel review the following Audit Trails provided: 1. Supporting positive student experience through more efficient timetabling	

¹ examples of developments, planned or in train which seek to address issues previously identified

	2. Re-structuring of PGCE Early Primary Education following student feedback
Compliance Checks	Compliance report received and noted.

Section 8	Department Response to Report
<p>Short summary response by Department on follow up action for inclusion in published report:</p>	