

Periodic Review Report Template

Department and Faculty	Sport, Exercise and Rehabilitation Faculty of Health and Life Sciences
Date of Review	3rd – 4th April 2019
Review Panel (approved by Academic Registry)	Dr Helen Manns, (Chair) Dr Mark Moss, Head of Department of Psychology (HLS) Ruth Hattam, Deputy Academic Registrar, Quality and Teaching Excellence (QTE) Ryan Bush, Student Union Sabbatical Officer Dr Sue Mathieson, Principal Lecturer, Teaching Excellence and Student Outcomes Dr Vikki Burns, Reader in Science Education, School of Sport, Exercise and Rehabilitation Sciences University of Birmingham Jimmy Milligan, QTE Manager – Facilitator Kirsty Ferry, QTE Coordinator - Secretary
Method of Review	This review was conducted using the periodic review procedure defined by Northumbria University Review Framework
Notes:	
<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 Quality and Teaching Excellence web pages (Periodic Review Reports) 	

Section 1	Department Context
<p>Scope of review: programme areas, staff and students</p> <p>The Department of Sport, Exercise and Rehabilitation is one of five departments within the Faculty of Health and Life Sciences, and comprise of the following programme disciplines: Sport and Exercise Sciences; Sport Development, Management and Coaching; and Physiotherapy.</p> <p>The Department's taught provision comprises of a Foundation Year, which started delivery in 2018/9, and which feeds into the Sports Development and Sports Management degree programmes. There are seven undergraduate degree programmes and five postgraduate taught programmes (with a further two under development), across the department. The discipline also collaborates on taught provision with other departments within the Faculty.</p> <p>Programmes are accredited and/or validated by the various relevant professional bodies, i.e. British Association of Sport and Exercise Sciences (BASES), Sport and Exercise Nutrition Register (SENr), National Strength and Conditioning Association (NSCA), Chartered Society of Physiotherapy (CSP) and Health and Care Professions Council (HCPC). The Department also has partnerships with a range of sport and health organisations and professional bodies, which extend across teaching, research enterprise and engagement.</p> <p>The Department has existing Trans National Educational partnerships with Hong Kong University (SPACE) where BSc (Hons) Sport Management and the BSc (Hons) Sport Coaching are delivered under franchise provision (and until recently the BSc (Hons) Sport Development with Coaching). BSc (Hons) Sport Management with SSTC Institute in Singapore was launched this year.</p> <p>The Department have over 65 academic staff, the majority based at the City Campus (Sport programmes), with remainder at Coach Lane Campus (Physiotherapy programmes). A team of technical staff at both sites support the Department. There are also four Graduate Tutors on 5-year contracts with responsibility for teaching (126 hours per year), alongside PhD research.</p>	

The new Foundation Year programme has about 40 students, and there are about 1200 full time undergraduate degree students and more than 180 students on postgraduate taught programmes, including a small number studying part-time.

Approximately 20 UG and 10 PG students a year enter via various articulation agreements including institutions in Taiwan, Singapore, Germany and Jersey. These are mainly for the undergraduate Sports Management programme, but from Republic Polytechnic (Singapore) the articulation also includes Applied Sport and Exercise Science.

The Department is also planning to launch the MSc International Sport Management programme at the University's new Amsterdam campus, working in collaboration with Amsterdam University of Applied Sciences.

Main aims of the Department

There is a strong emphasis on research in the Department, as a central aim within PFNA to develop research informed learning in its programmes.

The Department's research is centred on three primary multi-disciplinary themes which aim to transcend the boundaries of our core disciplines, promote collaboration between different perspectives and skill-sets, and bring a multi-disciplinary perspective to teaching:

- Optimising Human Performance - aims to improve the understanding of how the human body responds and adapts to the stress of exercise, and how exercise, diet and recovery strategies can optimise the exercise-recovery-adaptation process.
- Promoting and Preserving Health and Wellbeing - focuses on the role that physical activity, structured exercise and optimal nutrition play in the prevention and treatment of physiological deconditioning and lifestyle-related chronic conditions.
- Informing Practice and Policy - addresses the challenges and dilemmas associated with professional practice, the formulation and enactment of policy and the well-being of those working and participating in sport and exercise.

These Departmental cross-disciplinary themes complement the University's strategic investment in multi-disciplinary research and are all aligned (to a greater or lesser extent) with the Faculty's Multi-Disciplinary Research Theme: Integrated Health and Social Care.

The Department aims to increase postgraduate student numbers via expanded provision over the current University Strategy cycle; this is to be achieved by curriculum developments that reflects academic and professional developments in sport, exercise and physiotherapy (rehabilitation), staff expertise and the key knowledge and competencies required by the appropriate professional bodies.

Contextual information

The Faculty of Health and Life Sciences was created by the merger of the former School of Life Sciences with the School of Health, Community and Education Studies. This led to a convergence of sport disciplines with physiotherapy to form the Department of Sport, Exercise and Rehabilitation. The Department is the only one in the University that is split across two campuses, with Physiotherapy taught at the Coach Lane Campus with close links with the healthcare sector, and other programmes based at City Campus, within Northumberland Building and Sport Central, the latter containing high specification sport/exercise sciences and coaching laboratories for both teaching and research.

The re-focusing into health-related aspects of non-competitive exercise, together with the commitment to cross-disciplinary collaboration, has attracted a number of senior appointments to the Department and led to increased opportunities for staff to bid for prestigious health-related research grants, with notable success - research-related income is already double that of the previous REF submission. The increase in research activity permeates into the content of taught programmes, and opens up more opportunities for undergraduate and postgraduate taught students to work collaboratively with staff and PhD students on research-related activities. Physiotherapy students use facilities at the Coach Lane Campus including Physiotherapy practice rooms equipped with plinths, electrotherapy and exercise therapy equipment, and specialist facilities available in the Faculty's Clinical Skills Centre. Students also have access to a large exercise room and gym with a range of strength and conditioning equipment.

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	• meets UK and NU expectations,	✓
	• requires improvement to meet UK and NU expectations,	
	• does not meet UK and NU expectations.	
The quality of students' learning opportunities	• commended,	
	• meets UK and NU expectations,	✓
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
Information about higher education provision	• commended,	
	• meets UK and NU expectations,	✓
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
The enhancement of students' learning opportunities	• commended,	✓
	• meets UK and NU expectations,	
	• requires improvement to meet UK and NU expectations or,	
	• 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 Department's strong emphasis on the programme in its entirety instead of component modules. • The Department's good understanding of the PFNA framework pillars and commitment to the systematic review of programmes following PFNA roll-out. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Ensure any plans for a co-location are based upon full consideration as part of the decision-making process, of the perspectives of all stakeholders, including all staff, students and stakeholders external to the Department. • Establish an Employer Engagement Forum to formalise ongoing employer input into curriculum development. <p>The Panel made the following observations: The standards of academic provision are confirmed by PSRB reports, External Examiner Reports, and employer and alumni testimony.</p>		
Section 4	The quality of students' learning opportunities	
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The quality of the facilities available to students at both City Campus and Coach Lane and the way they are being used to enhance the authenticity of learning experiences. • Staff actively seek, engage with and respond to issues raised by students, e.g. induction, timetabling issues, assessment and feedback issues. 		

<p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • N/A
<p>The Panel made the following observations:</p> <p>It is important to monitor the effectiveness of the interventions introduced in response to student feedback.</p> <p>Departmental staff and Northumbria Sport have worked hard to resolve issues of shared space usage for the benefit of students, and we hope positive relationships will be maintained.</p> <p>The panel recognise the importance of achieving balance between practitioner and research expertise in maintaining the quality of the student learning experience in these disciplines.</p>

Section 5	Information about higher education provision
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • N/A <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Keep under review the implications of local competition and potential NHS Degree Apprenticeships on placement availability for Physiotherapy students. • Review the reasons for falling application rates across UG programmes and consider the implications for the future portfolio composition. • The Department should more closely interrogate their equality and diversity data in terms of recruitment, retention and performance and consider appropriate actions. This is particularly pertinent given the Department's ambition to apply for Athena SWAN. 	
<p>The Panel made the following observations:</p> <p>The panel note student dissatisfaction, and the Department's concern about the potential impact on future recruitment of Northumbria Sport's change in strategy relating to elite sport.</p>	

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The embedded culture of staff development including a Learning and Teaching forum, away days, engagement with Peer Observation and Support, and a systematic and scholarly approach to evaluation and enhancement. • The range and quality of embedded employability opportunities and support, across all programmes, enhanced by the strong cross-sector relationships of many staff. • The investment in Learning and Teaching roles as part of the Departmental leadership team. • The added value provided to Sport students by the inclusion of additional accreditations and CPD opportunities within their programme. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Consider how the Department can draw upon the expertise of Technicians, and where appropriate Professional Support staff, in terms of programme development and enhancement. • Support Technical colleagues to engage with HEA recognition and Learning and Teaching CPD opportunities. • Explore ways of continuing to enhance and signpost the research enhanced learning opportunities available to students, including raising the visibility of staff research profiles and experiences with the student community. 	
<p>The Panel made the following observations:</p> <p>We hope the introduction of an Employer Engagement Forum will embed existing external relationships</p>	

more formally within the Department, reducing reliance on staffs' individual contacts.

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
	Study abroad/outgoing Erasmus programme - need to develop student engagement.	Full summary of opportunities, cost and funding implications has been requested so that this can be promoted and explained to prospective applicants (via open days) and current students
	Moderation form use consistency (1 programme) and depth of moderation detail (2 programmes)	Whilst not an issue on the majority of programmes, this had been raised in the last year by External Examiners. We have recently completed work to improve moderation at CV partnerships and will seek to apply this across the identified home programmes
	Joining two Departments (Sport and Physiotherapy) means that we are still working towards achieving consistency in Department processes.	All staff CPD – year wrap up and year start events held 17/18-18/19 as reminders and explanations of Department LTA processes. Physiotherapy engagement with electronic module boxes, online assessment panel, peer support are examples where we have moved all sections of the Department in-line. Greater involvement of Physiotherapy module leaders by having module leader operational group meetings from 18/19.
Audit Trails	<ol style="list-style-type: none"> 1. Introduction of 2 Q system of summary feedback 2. Timetabling improvements and efforts to manage student expectations <p>All received and noted.</p>	
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> <p>Checked for factual accuracy and the department are happy with it.</p>	

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