

Periodic Review Report Template

Department and Faculty	Social Work & Communities Health and Life Sciences
Date of Review	13th – 14th March 2017
Review Panel (approved by Programme Approvals & Review Sub-committee)	<p>Chair Guy Brown, London Campus Director</p> <p>Non-Faculty Internal Panel Member Tony Mellor, Associate Professor, Faculty of Engineering & Environment</p> <p>Faculty Internal Panel Member Chris Tait, Associate Head of Department: Sport, Exercise and Rehabilitation, Faculty of Health & Life Sciences</p> <p>Students' Union Matthew Auden, Vice-President Welfare</p> <p>Quality & Teaching Excellence Scott Burgess, Academic Development Office, Academic Registry</p> <p>External Subject Specialist Nigel Horner, Head of School of Health and Social Care, University of Lincoln</p>
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Framework available from https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/reviewframework/
<p>Notes:</p> <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 Teaching Quality Information web pages (https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/PQI/) 	

Section 1	Department Context
<ul style="list-style-type: none"> • Short summary of scope of review – programmes or programme areas included, total student and staff numbers • 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>Summary Scope of Review</p> <p>The scope of the review are the programmes formerly held within the Department of Social Work and communities, but now aligned within the Department of Social Work, Education and Community Wellbeing, and include:</p> <p>BSc (Hons) Social Work MA Social Work PG Adult Mental Health Professional (AMPH) BA (Hons) Childhood and Early Years Study (CEYS) BA (Hons) Integrated Health and Social care (IHSC) BA (Hons) Guidance and Counselling (GC)</p> <p>Undergraduate and postgraduate Social Work programmes and Approved Mental Health Professional programmes are accredited with the Health and Care Professional Council (HCPC) for registered Social Workers in England, and is subject to revalidation against these standards (last revalidation in March 2015).</p>	

Most programmes have gone through an alignment to the Programme Framework for Northumbria Awards (PFNA) with commencement in 2017/18.

The department has 116 academic staff from a range of academic and professional backgrounds. 86% of academics are either qualified to doctoral level or currently undertaking doctoral studies. The senior leadership team has a membership of 26, including 11 senior researchers, and it is notable change to a research emphasis.

There are a total of 961 students across the programmes in scope, comprising: 859 undergraduates (13 of which are part-time), including 112 at Kaplan on the franchised Childhood Studies/Guidance/Counselling programmes; and 102 postgraduate (47 part-time). Northumbria University based students are predominantly from the North East region, but not exclusively.

Main Aims of Department

The Department aims to produce quality graduates for a range of professional occupations (social work, education, occupational therapy) and to create confident and articulate practitioners to professional standards. There is an emphasis on continuing professional education across the areas of social work, education, mental health and public health and wellbeing. There is an aim to create an environment in which all its students are able to achieve their academic potential, and ensure that they have the opportunity to engage in personal, professional, and citizenship development, place research and teaching at the heart of the discipline area, and nurture the Northumbria graduate as scholarly, ethical, culturally aware, enterprising, and employable.

Contextual Information

The Faculty recently restructured at the start of the academic year with the creation of the Department of Social Work, Education and Community Wellbeing, in addition to which there have been institutional changes in the academic roles affecting programme management and learning and teaching responsibilities that are in the process of bedding in.

The alignment to PFNA has resulted in new undergraduate programme titles, and the newly aligned PFNA programmes have only commenced within the current academic year, and developments in, for example, in Technology Enhanced Learning, are in the process of transitioning the student experience with that of previous cohorts.

Accredited programmes are subject to Health and Care Professional Council standards, and adherence to changes in the standards significantly affect future programme developments as an external driver.

There are strong links with local authorities and practice partnerships, and the need to maintain effective partnerships is an on-going employability consideration.

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	<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"> • Excellent engagement with the PFNA programme design process, in particular with the Technology Enhanced Learning pillar (e-reading lists, EMA). • Use of PFNA to develop assessment strategy through levels linked to programme learning outcomes. • PFNA has enhanced consistency, embedding of skills and provided programme identity, particularly in the Professional Practice and Skilled Helper modules. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Ensure that assessment briefs are sent to external examiner in line with NU expectations. (Next Academic cycle) 	
<p>The Panel made the following observations:</p> <p>Recognition that the department are standardising assessment criteria and feedback to address concerns over consistency.</p> <p>Good practice around Technology Enhanced Learning which should be shared more widely across the University.</p>	

Section 4	The quality of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Good example in use of previous assessment to inform students of assessment requirements as a learning opportunity. • Evidence of learning opportunities for practice, with examples of innovation within the curriculum to enhance employability, embedded placements, ERASMUS and volunteering. • Strong partnership relationships; employers and partnership representatives see the relevance of the programmes to employability. • Induction and information provision to students about their course. • Staff were responsive, encouraging, effective at challenging and understood the dynamic environment of the discipline. • Service user involvement is a strength and is driving faculty strategy. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Consider responsiveness to changing needs of partnership and employer groups; there is a risk if there is not continuous investment employee engagement (particularly from practitioner focused academic colleagues) partner relationships may suffer in the medium term. • Consider sharing good practice in use of previous assessments across other provision. (within annual review) 	
<p>The Panel made the following observations:</p> <p>No observations.</p>	

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Section 5	Information about higher education provision
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Students well prepared for placements with a detailed placement handbook. • Good understanding of EMA. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Where possible, to provide advance notification to January starting students of timetable prior to enrolment. (Next intake) 	
<p>The Panel made the following observations:</p> <p>No observations.</p>	

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Staff development through HEA recognised as a strength, to the benefit of the student experience • Staff are clearly engaged in seeking work/added-value opportunities for students on non-regulated programmes <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • Further consideration of the value of practice situated Professional Doctorate programmes as an option for NU staff and partner staff, alongside other departments; consideration of processes for academic staff to maintain practice credibility taking into account associated workload implications • Consideration of integration of inter-professional working opportunities. • Celebrate and signpost engagement of professions as partners in delivery of the non-regulated programmes as well as the regulated programmes. (within annual review) 	
<p>The Panel made the following observations:</p> <p>Recognised that best usage of teaching space / breakout areas for students is under development</p>	

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
	NSS score of 65% for Childhood Studies and Disability Studies	NSS action plan identifies action to address key issues. (Note: discontinuation of Disability Studies)
	Employability: BA Society Joint Honours made significant progress from 35.6% in 2013 rising to 46.3% in 2015, but remains identified as 'red flag'.	An action plan to address implemented in 2014. Programme and employability leads have worked closely with the Careers and Employment Service to review and amend the action plan; this is reported back to the Employability Faculty Sub-Committee.
Audit Trails	No issues raised.	
Compliance	Discrepancy between the information from External Examiner reports and the compliance	

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

Checks	checklist raised by the Panel – recommendation as above regards academic standards.
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Section 8	Department Response to Report
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Short summary response by Department on follow up action for inclusion in published report: