STAGE 2 PROGRAMME APPROVAL REPORT

Programmes:
BSc Health and Social Care

Programme Approval and Review Committee:
School of Health and Social Sciences

Presented by:
Dr Justin Needle
Eamonn McKeown
Dr Lauren Knott

Committee:
Dr Simon Parker (Chair, Cass Business School)
Professor Abdulnaser Sayma (School of Mathematics, Computer Science and Engineering)
Professor Susan Blake (City Law School)
Dr Rachael-Anne Knight (School of Health Sciences)
Patrick Baughan (LEaD)
Umar Chaudhery (Vice-President (Education), Students' Union)
Laura Tull (Secretary, Student and Academic Services)

Decision:

Approved with a commendation, conditions and a recommendation.

Date: 13th April 2016

Stage 2 documents and authorisations:

Stage 2 Approval Form
Updated Finance Sign off and Costings
Updated Space Request Confirmation
Key Information Set Spreadsheet
Library Sign-off/Information Services Sign-off
Divisional Leads Sign-off
Programme and module specifications
Draft programme handbook
Report from External Advisor
Stage 2 PARC report
Assessment Mapping
Updated Competitor Analysis

Proposed implementation date: September 2017

External Contributions to the Programme Approval Process

External contribution to the process had been provided by Dr Alan Borthwick, Associate Professor in the Centre for Innovation and Leadership of the Faculty of Health Sciences, University of Southampton. This expertise, combined with that of the University members, provided a full and robust Committee to consider the range of matters to be addressed through the Programme

Approval process.

Student contribution to the Programme Approval Process

The Students' Union Vice-President (Education) is a standing member of the University Programme Approval Committee in order to ensure that student views are considered appropriately and was in attendance to review the proposal.

Conflict of interest

No conflicts of interest were declared.

Outcome of Committee discussion:

The Committee agreed the following commendation, conditions and recommendation.

Commendation:

1. The Committee commended the programme team on the proposal of a jointly delivered programme across the School of Health Sciences and the School of Arts and Social Sciences, in particular for highlighting the complexities of sharing modules which will enhance future planning for collaboration across Schools.

Conditions:

1. To revise the weightings for each year of the programme to align with the UG Senate regulations.

2. To provide the revised level 6 module specification for the Technology Enabled care module.

3. To address the specific comments from LEaD to ensure that language is student facing and learning outcomes are measurable.

Recommendation:

1. To articulate the additional support that students will receive in relation to modules from the School of Arts and Social Sciences within the student facing documentation.

Deadline for the programme response to the conditions, with full supporting documentation: Friday 27th May 2016.

In addition to the above, some areas for enhancement within specification documents and some errors and inconsistencies within the Stage 2 submission were identified. Details would be shared with the Programme team to enable them to be addressed within the final version of the documentation.

Summary of discussion:

1. The Programme

The BSc Health and Social Care programme would be delivered by the School of Health Sciences in conjunction with the School of Arts and Social Sciences. The rationale for this was articulated in the documentation which noted that the area of health and social care encompasses both health and the social sciences, making it appropriate to include modules from both disciplines.

The programme had been proposed in response to developments in policy which propose a closer and more structured integration of health and social care services. Recent health and social care policy has encouraged the development of new and diverse roles working at the interface between traditional health care in order to integrate the two care services. As a result, there is a growing need for health and social care programmes to support the development of such roles.

The Committee acknowledged that the University is encouraging more cross-School working and collaborations and commended the programme team on the proposal of a jointly delivered programme across the two Schools. In particular it was agreed that highlighting the complexities of sharing modules will enhance planning and benefit future collaboration across Schools.

2. Programme Content

The programme would consist of a combination of new and existing modules from the School of Health Sciences and the School of Arts and Social Sciences. It was proposed that a number of undergraduate Sociology and Psychology modules would be offered as both core and elective modules.

The programme team noted that modules from the School of Arts and Social Sciences would follow the existing 10 lecture/10 seminar structure, but would be supplemented by additional seminars for students on the BSc Health and Social Care programme. It was confirmed that the additional seminars would focus on the module content in the context of health and social care, for example how the media reports on health issues and access to social care in relation to gender/race.

There had been an amendment to the module diet since Stage 1, with the addition of the Technology Enabled Care module. The Committee noted that the module specification had not been included within the documentation. The programme team clarified that this currently exists as a level 7 module which will be adapted for level 6 study. It was confirmed that the content would be identical but assessments and learning outcomes would be made appropriate for the level of study. The Committee agreed that the revised module specification should be provided with input from LEaD.

The Committee noted that half of the final year of the programme was dedicated to the Research Project. The programme team felt that this was proportional as this was a substantial piece of work.

3. Learning, Teaching and Assessment

The Committee discussed learning and assessment on the programme in relation to teaching modules across two Schools. The Committee noted from the documentation that discussions had taken place between the School of Health Science and the School of Arts and Social Sciences in relation to reviewing Psychology and Sociology modules to ensure consistency for the programme.

It was noted that the Transformation Programme would not specifically address the issues raised in relation to reviewing module specifications as stated within the documentation, as the relevant project would deal with storing and managing module specifications as opposed to ensuring that core requirements are addressed within them. It was therefore agreed that current issues within module specification, including levels of learning outcomes and assessment weightings, should be addressed prior to completion of the project. The Senior Lecturer in Psychology confirmed that the School of Arts and Social Sciences was currently reviewing modules specifications. Areas which could not be amended due to the requirements of the accrediting body were highlighted, such as the minimum qualifying mark of 30% for certain modules.

The Committee discussed whether the assessment of Psychology and Sociology modules would be adapted to take into account students on the proposed programme. It was confirmed that there would be recognition of this in terms of the topics to ensure that students will be able to tailor their assessment to health and social care, and this would be further supported through the additional seminars offered to students on the programme.

The Committee raised some concern that the assessment workload was not sufficiently different for a 15 credit and a 30 credit module. The programme team responded that they had confidence that the workload reflect the credit weighting of each module in light of the assessment mapping exercise that had been carried out due to concern over the variation on modules between the two Schools.

4. Student experience

The Committee was positive about plans to provide additional support to students on the proposed programme in relation to the modules taught by the School of Arts and Social Sciences. It was agreed that it would be beneficial to students to articulate the additional support that will be in place within the student facing documentation.

5. Quality assurance, standards and regulations

The Committee noted that the year weightings in the programme specification did not align with the Undergraduate Senate regulations, which state that Part 3 needs to be at least 50% and the Part 1 assessment not more than 15%. The programme team confirmed that the weighting for each year would be revised as opposed to providing a rationale for an exception.

It was agreed that some developmental work for programme and module specifications was required in liaison with LEaD. It was agreed that specific comments from LEaD should be addressed, in particular to ensure that language is student facing and learning outcomes are measurable.

6. Resources

A revised space request form and financial costings had been provided to reflect the change in start date. An email confirmation or a signature is required on the space request form for audit purposes.

Laura Tull
Academic Development Officer
April 2016