Recommendation to University Quality Committee

The Standing Panel was asked to **Review and Revalidate** the subject of Health Sciences within the Combined Awards scheme (BSc (Hons) Combined Awards (Health Sciences)) and is pleased to recommend to University Quality Committee:

The deletion of Health Sciences as a subject within Combined Awards and the approval of Health Studies as a joint and specialist pathway.

In support of this recommendation, the Standing Panel provides the following report of its considerations, and is aware that the recommendation remains provisional until received, considered and ratified by the University Quality Committee.

Summary of proposal

Deleted Subject: Health Sciences

New Award Title: BSc (Hons) Health Studies

New Intermediate Award Title(s): BSc Health Studies
Certificate of Higher Education in Health Studies
Diploma of Higher Education in Health Studies

New Joint Pathway: Health Studies

Nature of Collaborative Link: None

New modules for validation:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL2051</td>
<td>Scripting Drama in Health Education</td>
<td>Two</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL2052</td>
<td>Effective Communication in Health</td>
<td>Two</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

Existing core modules for specialist and joint awards:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL1014</td>
<td>Foundation Studies in Community and Personal Health</td>
<td>One</td>
<td>30</td>
<td>Year</td>
</tr>
<tr>
<td>CP1173</td>
<td>Introduction to Information Technology</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL2001</td>
<td>Holistic Health Frameworks</td>
<td>Two</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL3052</td>
<td>Perspectives in Health</td>
<td>Three</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>
Existing core modules for specialist awards and project students:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL2037</td>
<td>Introduction to Research for Health</td>
<td>Two</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL3065</td>
<td>Methods of Research in Health</td>
<td>Three</td>
<td>30</td>
<td>Year</td>
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</tbody>
</table>

Existing core option modules:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM1005</td>
<td>Introductory Statistics for Health Sciences</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>ST1101</td>
<td>Introductory Statistics</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL1000</td>
<td>The Development and Scope of Public Health</td>
<td>One</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL1001</td>
<td>Environmental Effects On Human Development.</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL1003</td>
<td>Complementary Therapy: an Overview</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL1113</td>
<td>Healthy Lifestyles</td>
<td>One</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL1115</td>
<td>Work and Health</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>BM1116</td>
<td>Human Biology</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>BM1101</td>
<td>Health and Disease</td>
<td>One</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL2000</td>
<td>Mental Health for Society</td>
<td>Two</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL2022</td>
<td>Health Maintenance at Work</td>
<td>Two</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL2027</td>
<td>Assessing the Health of Populations and Evaluating Healthcare</td>
<td>Two</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL2028</td>
<td>Multicultural Public Health Issues</td>
<td>Two</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL2029</td>
<td>Public Health and a Violent Society</td>
<td>Two</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL2213</td>
<td>Education for Health</td>
<td>Two</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>BM2222</td>
<td>Diet and Health</td>
<td>Two</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL3032</td>
<td>Health Promotion – Foundations for Practice</td>
<td>Three</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL3033</td>
<td>Health Promotion Rhetoric Into Reality</td>
<td>Three</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL3001</td>
<td>Ethics in Health Care</td>
<td>Three</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HL3038</td>
<td>Influences on Health at Work</td>
<td>Three</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HL3302</td>
<td>Transcultural Health Issues</td>
<td>Three</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL3307</td>
<td>Women’s Health</td>
<td>Three</td>
<td>15</td>
<td>1 or 2</td>
</tr>
<tr>
<td>HL3320</td>
<td>Men’s Health</td>
<td>Three</td>
<td>15</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

Modules to be deleted from this Award:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Unavailable from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL2036</td>
<td>Social Influences on Health</td>
<td>Two</td>
<td>15</td>
<td>31 July 2003</td>
</tr>
</tbody>
</table>

Date of Review

The next review of BSc (Hons) Health Studies (Combined Awards) (specialist and joint) is scheduled to take place by the end of the 2007/08 academic year.
Details of Panel and Participants

Standing Panel: School of Education and School of Health

Academic Year: 2001/2002

Chair: Diane Peacock
       Associate Dean, School of Art and Design

Officer(s): Debbie Hodson (QASD)
            Maggie Jones (QASD)

Standing Panel Membership:

Diane Peacock (Chair)
Lorraine Ingleston (Associate Dean, SH, Deputy Chair of Panel)
Elaine Townsend (Associate Dean, SED, Deputy Chair of Panel)
Karen Bill (SSPAL – w.e.f. 01.02)
Richard Clarke (SED)
Jackie Collins (SH)
Tim Crossfield (SH)
Ann Cysewski (SH)
Dr Bill Daly (SH)
Peter Dewhurst (SSPAL)
Mike Goodwin (WBL, Registry)
Gill Hughes (Learning Resources)
Mary Keating (HLSS)
Cate Price (SED)
Jill Williams (HLSS)

Standing Panel members designated to review the provision:

Jill Williams (HLSS)
Cate Price (SEd)

Subject/Award Team Representative(s):

Tim Crossfield Key Proposer
Carol Bailey Principal Lecturer
Sarah Luft Senior Lecturer (Teaching and Learning)
Ruth Westerby Senior Lecturer (Public Health)
Tony Stewart Senior Lecturer (Health Promotion)
Ranjit Khutan Senior Lecturer (Community Projects)
Michelle Crosbie Lecturer (Complementary Therapies)

Professional Body: None

Independent External Adviser:

Peter Ashton Senior Lecturer and Course Director of BSc (Hons) Health Studies Programmes, University of Wales, Bangor
Bhavna Solanki Manager of Surestart, Smethwick

Details of Process Undertaken
Summary of process:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th September 2001</td>
<td>Meeting between Standing Panel Chair and School of Health Representatives to discuss schedule of review and validation within the subject of Health Sciences. (Appendix 1)</td>
</tr>
<tr>
<td>6th December 2001</td>
<td>Validation Planning meeting to establish timescale and documentation. (Appendix 2)</td>
</tr>
<tr>
<td>4th February 2002</td>
<td>Revised Documentation signed off by School of Health</td>
</tr>
<tr>
<td>4th and 11th February 2002</td>
<td>Base Room visits</td>
</tr>
<tr>
<td>19th February 2002</td>
<td>Review Meeting held at the School of Health, attended by External Advisers, Staff and Students. (Appendices 3 &amp; 4)</td>
</tr>
<tr>
<td>15th March 2002</td>
<td>Review Meeting discussed at Full Standing Panel meeting. (Appendix 5)</td>
</tr>
<tr>
<td>26th April 2002</td>
<td>Reports from External Advisers (Appendix 6) considered at full Standing Panel meeting (Appendix 7). School response requested on matters of career preparation and guidance.</td>
</tr>
<tr>
<td>7th May 2002</td>
<td>School response on careers received.</td>
</tr>
</tbody>
</table>

Documentation:

Summary Review Document
Critical Review Document
School of Health Research Strategy
Change of status for Numeracy and Information Technology for Health in Combined Awards Modules paper.
Review of Health Subject in Combined Awards: The Relationship of the QCA and the University of Wolverhampton supported Key Skills to the QCA Benchmark Document for Health (Draft).
Programme Specification Template.
Module Validation/Specification Templates.
Response to Learning Centre Issues
Response regarding Biomedical Science Modules.
Student Progression Data
Course Committee Minutes
Staff-Student Liaison Committee Minutes
Award Handbook
Annual Monitoring Reports
External Examiners Reports and Responses.
Staff Curriculum Vitae.
Module Evaluations
Student Complaints and Responses
QAA Review
Minutes of Subject and Award Board Meetings
Teaching and Learning Observation
School Teaching and Learning Strategy.
Research Strategies.
Themes Through the Award
Minutes of MM1005 Planning Meetings.

Adequacy of Documentation:
The documentation was found to be misleading in places and thin on some matters, especially student progression and destination. However it was recognised that this stemmed in part from internal reorganisation of the Schools of Nursing & Midwifery and Health Sciences. The team and Award Leader in particular, provided extremely thorough responses to queries both before and during the validation event and as stated by an External Advisor this ‘strongly suggested the curriculum documentation did not reflect the quality of the Health Sciences programme.’

**Attachments:**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Notes from the meeting between Standing Panel Chair and School of Health Representatives to discuss schedule of review and validation within the subject of Health Sciences. (12/09/01)</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Validation Planning meeting to establish timescale and documentation. (06/12/01)</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Review Meeting held at the School of Health, with External Advisers and Students. (19/02/02)</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Review Meeting held at the School of Health, with External Advisers and Staff. (19/02/02)</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Extract from minutes of full Standing Panel meeting recording discussion of Review meeting.</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>External Adviser’s Reports</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Extract from minutes of full Standing Panel meeting recording discussion of External Advisers Reports. (26/04/02)</td>
</tr>
</tbody>
</table>

1. **Background to the Proposal**
   - Since 1987, the Health Division has offered Health as a Major, Minor or Joint option within the BSc (Hons) Combined Awards programme.
   - Following the reconfiguration of the Science-related Schools, responsibility for the management of the subjects of Biomedical Science, Psychology and Health within Combined Awards was devolved from the School of Health Sciences to the level of the individual Schools (SAS and SoH). This has produced a more defined student management structure within the School of Health.
   - Health remains a popular choice amongst students and this is supported by positive movement from the student population in that more students transfer into the subject than transfer out.
   - The current Review is regarded as an opportunity to develop ideas regarding the subject and embrace new expertise. In addition to reviewing all existing modules, the Team proposes to delete an extraneous module, add two new modules and change the status of two further modules from core to core option. (See Section 5)
   - It is also proposed to revise the nomenclature for students graduating from the Combined Awards programme of studies having undertaken the specialist honours Health programme from BSc (Hons) Combined Awards (Health Sciences) to BSc (Hons) Health Studies (Combined Awards) as this will more accurately reflect the nature of the studies undertaken by the graduate, as well as having more resonance to other major awards within the School of Health.
   - The proposed addition of an optional sandwich mode of delivery was deemed at the validation event to be unfeasible as part of the current Review.

2. **Collaborative Arrangements**
   - Not applicable.

3. **Professional Body Involvement**
4. Aims and Outcomes

- The programme aims to provide students with the opportunity to gain a conceptual understanding of Health in various contexts, to critique aspects of Health research and to devise and sustain arguments around Health issues.

- The QAA Benchmark Statement (Draft) for Health has been extensively consulted in the construction of the programme aims and outcomes and the Award Team has chosen to incorporate the Key Skills drawn up by the QCA.

4.1 Aims

The aims articulated in the Programme Specification Template were considered appropriate by the Panel.

4.2 Outcomes

The outcomes articulated in the P.S.T. were considered appropriate by the Panel.

5. Curriculum Design, Content and Organisation

- The Award Leader has been in liaison with the Modularity Project Team to ensure that the curriculum will conform to the University Undergraduate Programme structures which will take effect from October 2002. Following Modularity Project recommendations a number of 30 credit modules have already been introduced.

- The Panel was concerned about the clarity of pathways through the joint programme and the apparent absence of promoted combinations. These concerns were corroborated by a joint honours student who had found module selection difficult and had encountered timetable clashes. The Award Team confirmed that separate induction sessions had since been introduced for specialist and joint honours students. It was noted that the introduction of zone timetabling will reduce timetable clashes and the School of Health will continue to liaise carefully with Schools with which it shares high numbers of joint students.

- The retention of CP1173 as one of only two core modules at this level was justified on the grounds that it clearly demonstrates one of the key skills defined by the QCA and is transferable and enabling both within the framework of the Award and beyond.

- Alternatively, the statistical module MM1005 which originated as a core in a now defunct Award structure (MODDS) has been re-situated as a core option in reflection of the shift from a quantitative to qualitative emphasis within Health Sciences as a discipline.

- Validation is sought for two further changes to the curriculum as part of the current Review:
  i. The addition of two new level 2 modules HL2051 and HL2052. These modules address the lack of direct study of communication in the Health Subject, a line of study which is embedded in the outcome measures in the QAA Draft Benchmark statement for Health. They draw moreover on the expertise of two new members of staff and broaden the range of options available to students.
  ii. The deletion of HL2036, Social Influences on Health. This is a rationalising measure since the substantive module content is contained within other modules at this level and the module itself has not been offered for the past two academic years.

- It was clarified at the Review event that the Award Team was no longer proposing the development of an optional one-year sandwich placement at this time. The Team was however advised that in light of student uncertainty on career destination, the students interviewed had expressed interest in the addition of a non-clinical placement element to the Award.

- The Panel agreed that acknowledging the above points, the curriculum design, content and organisation was satisfactory in relation to the intended learning outcomes and experience.
6. Teaching, Learning and Assessment

- The Panel was satisfied that there were no issues for concern relating to learning, teaching and assessment on the Award.
- The interview with students produced positive feedback on the accessibility of tutors, the explanation of expectations and the turnaround time and feedback from assignments. The positive student response was noted by both of the external advisers.
- The Award team subscribes to the Teaching and Learning Strategy of the School of Health.
- The Health subject currently has three new members of staff undertaking the ‘in-house’ MA in Teaching and Learning.
- Following the devolution of responsibility for the subjects within Combined Awards to the Schools of Applied Science and Health, there will no longer be an overall ‘Combined Awards’ External Examiner and the Health subject will instead be scrutinised by Externals appointed to the subject.

7. Student Progression and Achievement

- The Panel expressed concern regarding the lack of data relating to student progression, achievement and career destination.
- Ann Barclay from the Central Registry attended the Review meeting in order to provide clarity on this matter. Prior to the reorganisation of the Schools, it had not been possible from a coding perspective to disaggregate students on this branch of the Award from the total number undertaking Combined Awards. Although good tutor lists had rendered tracking possible, it had been cumbersome and tracking will be clearer and more accessible from the current year onwards.
- The students were extremely positive in their recommendations of the programme and the staff expressed their opinion that they had better retention rates than neighbouring institutions. However as noted by one of the External Advisors, ‘by not having comprehensive data on their students, they (the Award Team) were not able to demonstrate their low attrition rates’. This could be used as marketing evidence and it was the strong recommendation of the Panel that such data be gathered and analysed.
- With a view to retention, the Team has introduced study skills elements into Level 1 modules. It also has a current representative on the new University Retention Working Party.

8. Student Support and Guidance

- The students reported favourably on the accessibility of staff and the nature of support received overall. They welcomed the fact that lecturers provide mobile contact numbers.
- According to one of the External Advisers, ‘Discussions with the course team seem to suggest they (the Award Team) are genuinely committed to providing the best possible educational programme and experience for their students.’
- Students are encouraged to liaise with individual tutors regarding programme planning and regular academic counselling sessions are operated on a drop-in basis. If students are unable to attend these sessions, tutors are available during posted office hours.
- Interviews with selected students raised concern that induction and guidance through the Award pathways were less satisfactory for students on the joint programme. As noted above, the Panel were assured that these problems dated from the time of the internal reorganisation. Separate inductions for specialist and joint students have since been introduced and academic counsellors are familiar with all patterns of study and able to guide students in their module selection.
- Pastoral support is offered by nominated personal tutors, but students are given the facility to approach any member of the team, a practice which works well in a small team with a good degree of dialogue between members.
- Staff and students agreed that at present an insufficient amount of subject-specific career guidance is formally incorporated into the Award. This would be appreciated by students since the information held by the H.E. Shop is too generic. Following Standing Panel’s recommendation that a formal response on career guidance be produced, the team has suggested that they invite past graduates, members of Health Action Zones and Trusts and staff from the University Careers Service to speak to students. It is suggested that these invitations might be co-ordinated into an event located within one of the Semester 1 core modules at Level 3.
9. Learning Resources

- Current building work at the Harrison Learning Centre is disruptive, although Learning Centre staff are making every effort to facilitate student access. A 'runner system' has been introduced for texts during floor closures and students are notified in advance. Students have access to books, journals and on-line resources at the Compton, Walsall and Dudley Learning Centres and also to resources at the hospital sites at New Cross, The Manor, Russells Hall and Burton on Trent.
- Students responded positively about the opening hours at the Harrison Learning Centre and also confirmed that the on-line facilities for library searches and renewals were greatly appreciated.
- Although students complained that access to texts is sometimes problematic, the Panel was reassured that the resourcing of the Learning Centre was both sufficient and under yearly review to ensure that spending is targeted to reflect the changing needs of the Division. The School has recently offered the Health division a virement to address the book stock for the subject area and the next annual audit of texts against modules is planned for the summer. Health is well served by databases (Cinahl, Medline, Amed, HMIC) and electronic journal collections (Infotrac Health reference Centre, Ideal and Swetsnet).
- Learning Centre link person attends Course Committees and Team meetings.
- The establishment of a departmental computer lab in MT block has addressed the problem of limited p.c. access. This houses 19 p.c.s, purchased with HEFCE funds. Although the room is booked by tutors for teaching, students have access at other times via entry code.
- £20000 is to be provided by Estates in order to refurbish the seating and visual aids in two key lecture theatres in MT Block. Additional teaching rooms are used on City Campus and it can be problematic to order equipment e.g. Powerpoint for MA Block and the Molineux. However, the opening of the Millennium Building should solve current problems.

10. Quality Management and Enhancement

- The Award complies with the University Monitoring process, in that External Examiners reports, award monitoring, views of staff and students and external scrutiny by the QAA have all been used to assure its quality.
- Although the Panel was assured that student feedback elicited through Module Evaluation Questionnaires was fed back to the team through the Staff-Student Liaison Committee, students do not appear to be aware of what happens to their forms and opinions. The team has now taken onboard the suggestion that students would welcome a summary of the responses from their peers and suggested that this be incorporated into the initial overview provided in the first session of the year.
- In spite of efforts on the part of the Team to secure student involvement, there is currently no student representation on the Course Committees. The team will however continue to seek student involvement on course and staff/student liaison committees and is exploring alternative means of communicating student comments e.g. e-mailed comments, lunch meetings with catering.
- As noted earlier, the award is now monitored by External Examiners appointed to the subject of Health rather than by a Combined Awards External Examiner. Annual monitoring provides evidence that issues raised have been addressed. Those raised by the previous Combined Awards External were largely technical.

11. Issues for further consideration or ongoing monitoring

- The Panel recommends that in order to guide students through the pathways of joint awards, further thought be given to the development and marketing of promoted joint combinations.
- In order to better prepare students for their future destination, the Panel strongly recommends the addition of two new elements to year three of the Award:
  1. A non-clinical placement.
  2. Formal subject-specific career guidance.
• The Panel would expect to see improved progression and destination data submitted to SQC in the next round of Annual Monitoring.

12. Identification of good practice

Student-centred approach of staff on the Award, leading to a meaningful academic experience.

The openness and responsiveness of the Award Team and especially the Award Leader to both the requirements of the Review and the suggestions made.

13. Identification of issues that have institutional implications

QAA’s increased emphasis on the retention and availability of data and the implications of this for future reviews and validations.

The omission of a section to record excluded module combinations on the new Module Specification Template.

Signed (Standing Panel Chair) .........................................................………… Date .............................. ...