

Greater Than the Sum of Its Parts? Adding Value to Combined Honours Programme Design

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In this workshop we will be looking at what constitutes “added value” in combined honours programmes. The workshop will be framed by current research defining issues of (inter-, multi-and/or cross-) disciplinarity within combined programmes, on how combined honours students navigate potentially diverse disciplinary practices and cultures, and how these translate into graduate attributes. This research will be integrated into a practice based discussion led by colleagues at York from Law, Social Policy and the Centre for Applied Human Rights who are in the process of designing integrated combined programmes.

The workshop will provide colleagues with an opportunity to consider:

- Issues of design and coherence, especially in the light of efficiency pressures that can constrain design around existing modules from single honours programmes offered by contributing departments.
- The challenge of aligning combined programmes to the York Pedagogy, particularly in terms of defining PLOs and progression at stage boundaries.
- Negotiating disciplinary differences with colleagues, and articulating these to combined honours teaching staff and students to minimise “hidden curriculum” constraints on learning
- External perceptions of combined programmes, especially if they have been designed around relatively new fields of interdisciplinary research that do not have an established reputation in the public mind, and whether this poses a problem for student employability.
- What motivates students to apply to study for a combined degree.