



SENATE

TEACHING COMMITTEE

Minutes of an additional meeting of University Teaching Committee held on 15 August 2014.

Present: Professor J Robinson, PVC for Learning and Teaching (Chair), Mrs L Booth, Mr N Dandy, Dr J Grenville, Dr S King

In attendance: Mr D Clarke (ASO), Dr A Lee (ASO), Dr T Lightfoot (Health Sciences (for part of the meeting))

Apologies: Professor S Bell (Academic Coordinator, Social Sciences), Professor C Fewster, Ms C Dantec, Mrs K Dodd, Professor B Fulton (Academic Coordinator, Sciences), Dr J Hardman, Professor M Ormrod (Academic Coordinator, Arts and Humanities), Dr K Selby, Dr Á Sheil, Professor J Thijssen, Mrs J Fox (Secretary, ASO), Dr R Waites, Mr G Offer (YUSU), Dr C van Wyhe, Dr A Young.

M13-14/195 Health Sciences: Postgraduate Certificate in Health Research and Statistics

The Committee **considered** a proposal from the Department of Health Sciences for a Postgraduate Certificate in Health Research and Statistics (UTC.13-14/128). The programme would be available as a one year full-time offering (from 2015/16) and a two years part-time offering (from October 2014), and was largely comprised of existing Health Sciences modules and a new 20 credit core module in health research methods.

It was **noted** that this additional meeting of the Committee had been convened because the Department had been asked to deliver the programme at short notice and the North Yorkshire and East Coast Foundation School were keen for the programme to start as soon as possible. Members who were unable to attend the meeting had been invited to send

comments. The programme had received Planning Committee approval. The proposal had been **considered** in advance of the meeting by Lesley Booth and Cathy Dantec and there had been considerable discussion between the Department, their UTC departmental contact and the Academic Support Office in advance of the meeting. The proposal had the support of the UTC readers and that of the external assessor.

During the discussion it was **noted** that:

- the first year would be considered a pilot and the programme would be subject to close monitoring and review by the Department before running for a second time;
- the 2014-15 cohort would consist solely of Foundation Year doctors, but in 2015-16 application would be opened up to a wider audience;
- the programme would be delivered using a blended learning approach, designed to meet the needs of those working on a full-time basis alongside their studies. This was seen as a model that, if successful, could be rolled out more widely in Health Sciences to provide greater flexibility to students;
- the Department had experience and in-house departmental expertise in online provision;
- the Department was confident that all necessary resources were in place to deliver the programme. It was noted that higher student numbers might require an increased use of PGWT on some statistics modules, though the demand from PGWT for teaching experience on those modules was high;
- there was some inconsistency in the paperwork around listed pre-requisites for certain modules. It was also noted that pre-requisites could refer to knowledge as well as completion of specific modules. The Department would revisit departmental web pages and module descriptors to ensure that all information provided was accurate for this programme;
- care would need to be taken in the consideration of the admissions criteria, particularly when opened up to a wider audience, to ensure that applicants have the required numerical and mathematics skills for the programme.

The Committee appreciated the challenges faced by the Department and noted that it had managed to put together a well-thought out proposal in a short space of time, although as far as possible the Department was urged to meet the usual cycle of UTC business in future. The Committee **noted** that the programme fulfilled the needs of a specific category of professionals and had much potential. It therefore **decided** to approve the programme subject to updated documentation being reviewed by the UTC departmental contact, and the Department addressing actions as follows:

- update module descriptors, website and other materials to ensure information about pre-requisites are clear to students on this programme;
- update the documentation to make formative assessment more explicit and more closely tied to summative assessment;
- change the timing of the assessment for Introducing Research Implementation and Knowledge Transfer in Health Services, to closer to the end of the module;
- work with the Learning Enhancement Team to revise educational aims and learning outcomes to include more detail and clearly show the progression across the programme.

The Committee also **decided** to approve the proposal that the Health and Social Statistics 1 module be made non-compensatable.