Edinburgh Napier
UNIVERSITY

UNIVERSITY SUBJECT REVIEW

Provision provided by the former School of Health and Social Sciences
March 2011

Preface

Purpose of University subject review

The purpose of University subject review is to provide a mechanism which enables the University to be confidence that the academic standard set and approved for all credit bearing and non-credit bearing provision and the quality of learning opportunities offered to all students meet University and Scottish Funding Council expectations.

Outline of the procedure

University subject review is implemented in three complementary stages: preparation, led by a School Quality Committee and monitored by the Head of School; scrutiny, led by Academic Development; and, implementation of a school enhancement plan, led by a School Quality Committee and monitored by the University Quality Committee. Faculty Quality Committee provides support, advice and guidance to schools throughout the process as appropriate. The procedure is evidence-based and is reliant on information gathered during faculty and school-based quality assurance and enhancement activities typically within a six-year cycle. University subject review has been designed to be developmental in nature and encourages self-critical reflection through promoting dialogue between peers on areas where quality might be improved.

Evidence

In order to obtain evidence for the review, the Panel carries out a number of activities, including scrutinising a self critical reflection produced by the school with responsibility for the subject areas being reviewed, reviewing the effectiveness of quality mechanisms and their associated documentation, and holding discussions with relevant staff and students. The Panel's discussions are also informed by University policy and procedures and external subject benchmark information.

Outcome of the review

The outcome of the review is a school enhancement plan developed by the School Quality Committee using information from the review report. The report records the Panel's findings in relation to the effectiveness of the measures being implemented by the school to set and maintain the academic standard of its provision and to enhance the quality of the learning experience of all of its students. The report includes areas of good practice worthy of further dissemination and recommendations made by the Panel to improve the school's management of its provision. A draft school enhancement plan noting the good practice identified by the review panel and any recommendations made will form part of the review report.

The school enhancement plan

Within a timescale agreed by the Head of School and Academic Development the school completes an enhancement plan by identifying: the action to be taken to either share good practice or address recommendations; the individual with responsibility for implementing the action; a completion date; and, the means by which the success or otherwise of the action will be evaluated and reported. School Quality Committee will monitor the implementation of the enhancement plan and provide their Faculty Quality Committee with regular progress reports. Faculty Quality Committee will provide University Quality Committee with a progress report on the implementation of the enhancement plan as part of the annual reporting procedure.

Executive summary

Summary

The former School of Health and Social Sciences was one of three schools within the Faculty of Health, Life and Social Sciences, and in July 2010, the School merged with another of School within the Faculty (the School of Life Sciences) to form the School of Life, Sport and Social Science. This scope of this review was to include only the provision within the former School of Health and Social Sciences (hereafter referred to as the School).

There are three subject groups within the School: psychology, social sciences and health and well-being. The scope of this review includes all provision developed and delivered by the School which takes account of the expectations set out in the following subject benchmark statements:
- Careers Guidance
- Criminology
- Psychology
- Sociology

A list of the programmes delivered by the School at the time of the review is included as Appendix 1.

The provision in all three subject groups is effectively managed by the School and the academic standards set continue to meet subject, University and sector expectations. Mechanisms are in place to ensure that the curriculum is relevant and current and influenced by staff research interests. The provision is delivered using a variety of relevant learning, teaching and assessment approaches. A range of effective mechanisms are in place to manage the student experience across all levels of the School's provision in line with University expectations. The self-critical reflection contained areas of good practice and a reflection on areas where developments are required which demonstrated to the Panel that the School was effectively engaging in enhancement-led activities.

Good practice

The Panel identified the following areas of **good practice** for further dissemination University-wide:

- The demonstrable culture of student support and the commitment of all staff to interacting with students at a range of levels (paragraph 27).

- The incorporation of elements of research and practice-based activity into teaching and the student awareness of, and interest in, research and practice informed teaching (paragraphs 28 and 29).

- The positive involvement of teaching fellows and other staff in University pedagogic initiatives and the establishment of a culture of reflective practice within the subject area (paragraph 39).

- Student and staff engagement in the preparation for Subject Review (paragraph 36).

- Student awareness of employability skills (paragraph 29).

- Effective use of peer tutoring in an appropriate context (paragraph 30).

- The incremental development of research skills throughout the programmes (paragraph 28).

Recommendations

The panel recommends that the School:

- reflects on important touch points within the student journey, in particular admissions and yr 1 to yr 2 progression to further enhance student retention and student success (paragraph 33).

- further considers the impact of the development and growth of the BA (Hons) Criminology programme on the rest of the subject area provision (paragraph 12).

- supports and extends CPD activity and commercialisation in Complementary Healthcare (paragraph 40).

- further engages with international activity (paragraph 24)

- ensure that evidence is provided to ensure compliance with the Quality Framework and Assessment Handbook. (paragraph 17).

- further considers the impact of the growth of digital technologies on the future of learning, teaching and assessment, and develop a medium term plan to address staff knowledge and skills (paragraph 34).

- encourages different programmes to continue to seek efficiency and pedagogic advantages through the sharing of modules, particularly in areas such as research methods (paragraph 13).

EDINBURGH NAPIER UNIVERSITY

UNIVERSITY SUBJECT REVIEW

Provision provided by the former School of Health and Social Sciences

Conduct of the review

1.   This report presents the findings of the University subject review of provision provided by the former School of Health and Social Sciences (the School). The review was carried out by:

>   Dr John Duffield, Vice-Principal (Academic) (Panel Convenor).
>   Prof Robert Mears, Head of the School of Social Science, Society and Management, Bath Spa University.
>   Dr Alan Durndell, Head of Department of Psychology (retired), Glasgow Caledonian University.
>   Caroline Turnbull, Associate Dean (Academic Quality and Customer Service), Faculty of Engineering, Computing and Creative Industries.
>   Dr Jayne Donaldson, Head of School of Nursing, Midwifery and Social Care.
>   Dr Mark Huxham, Senior Lecturer, School of Life, Sports and Social Sciences.
>   Ankita Anand, NSA Student representative.
>   Eve Perelman, NSA Student representative.
>   Katrina Swanton, Academic Development Adviser (Panel Secretary)

Setting the review in context

2.   The former School of Health and Social Sciences was one of three schools within the Faculty of Health, Life and Social Science until July 2010 when it was merged with the School of Life Sciences to form the School of Life, Sports and Social Sciences. In January 2011, the School had been relocated to a single campus at Sighthill.

3.   The School has 21 full-time and 7 part-time academic staff, 2 technicians and 3 members of administrative staff. All academic staff and modules are linked to at least one of the School's three subject groups: psychology, social science, and health and well-being. Amongst the academic staff twenty-one members (75%) hold doctorate degrees and one member of staff is currently undertaking PhD study, three members of staff are Teaching Fellows. One member of staff holds a Chair, one member is a Reader (and also Subject Group Leader), 5 are Senior Lecturers (of which 3 are Subject Group Leaders and the other 2 School Directors (Undergraduate Provision and Student Experience).

4.   At the time of the review 596 full-time and 13 part-time students were studying on the School's undergraduate programmes. Taught master's student numbers were 20 full-time on the PG Diploma in Career Guidance and Development programme and 14 part-time distance learning students on the MSc Career Guidance programme. The School had two students completing MSc by Research programmes and there were no doctoral research students within the School.

5.   The School has an established and successful record in the development and delivery of full-time undergraduate programmes. With the exception of Complementary Healthcare, the undergraduate provision is offered as part of a suite managed by a single programme leader, who is supported by year leaders and depute programme leaders on the BA/BSc Psychology and BA Social Sciences programmes. The programmes also share a largely common first year which enables the students to gain an insight into the breadth of

the subjects and allows them to decide at the end of their first year of study whether to continue with their original choice of programme or choose an alternative.

6.   The School noted in its critical review that the common first year programme was attractive to students and had contributed to increasing retention. During discussions with students the Panel found evidence that students concurred with this view and were aware of the School's procedures for changing programme routes at the end of the first year. The data provided to the Panel on student retention was not sufficient enough for the Panel to confirm whether the common first year was having the positive impact on student retention stated within the critical review.

7.   The School has a successful history of offering pathways to higher education for applicants from further education and the Complementary Healthcare programme does not have a first year, only recruiting direct entry students into years 2 and 3 with formal articulation arrangements in place with eight Further Education Colleges. Students are provided with a study-skills workbook to be undertaken prior to joining the University, this is designed to supported their transition to Edinburgh Napier. A small number of direct entrants join the Psychology or Social Sciences programmes having undertaken Higher National Certificate or Diploma study.

8.   The School supports the Applied Psychology and Social Research Group formed following the 2008 Research Assessment Exercise (RAE). This group is aimed at fostering collaboration and enhancing a coherent research culture within the School. In 2008, 11 staff were entered into the RAE under two Units of Assessments (Psychology and Sociology) which resulted in 10% of Sociology and 5% of Psychology research rated as 3* (internationally excellent).

The academic standard of the provision included within the scope of the review

9.   The provision in all three subject groups is effectively managed by the School and the academic standards set continue to meet subject, University, sector and (where appropriate) professional body expectations. The curriculum is relevant and influenced by staff scholarly activity and research and is delivered through a variety of innovative learning, teaching and assessment approaches. The sample of external examiner reports and student work scrutinised by the Panel confirmed the appropriateness of the academic standards across the School's provision.

10.   The Panel sought clarification on the QAA Benchmark Statements that applied to the BA Social Sciences programme as it was noted that the programme incorporated taught elements from across the Social Sciences, including History and Geography. The School confirmed that the individual subject-specific benchmark statements could not be applied in their entirety for the Social Sciences programme, but that the curriculum had been informed by elements of the relevant QAA Benchmark Statements.

11.   A number of Universities within the sector have moved away from offering a Social Sciences programme, preferring to offer more subject-focussed provision. The School firmly believes that the BA (Hons) Social Science programme offers a coherent and valuable student learning experience which encourages students to form links between the different disciplines covered within the course as they develop their breadth of knowledge across the Social Sciences. The interdisciplinary nature of the programme helps the students to develop transferable skills desirable to employers and for future study and the School is committed to retaining the BA Social Science programme.

12.   The School introduced the BA (Hons) Criminology programme in September 2010, and it had proven to be a popular programme with high student application figures. Whilst

the development of the programme had begun when the sector was in a more healthy financial position, the School was aware that increasing non-priority undergraduate provision (such as this programme) was no longer within current University plans. The School also recognised that this programme would require specialist staff support, with additional resource implications. The Panel discussed with the School the sustainability of this programme, and the impact of this programme on other provision within the School, in particular the BA (Hons) Social Science programme. The School confirmed that the BA (Hons) Criminology programme had been designed to maximise the potential to utilise existing modules within and outwith the School and that any future plans to develop modules would be informed by staff strengths, with the intention that these would be suitable for inclusion within other programmes, for example a module on the History of Crime. The School has plans to develop a BA (Hons) Criminology and Sociology joint honours programme in the future. The Panel recommended that the School considers further the sustainability of this and other joint routes in the context of capped student numbers.

13.   In its critical review, the School stated that the programmes within the School had been designed to maximise efficiency in terms of staff resource through the employment of shared modules. The Panel agreed that this was true for teaching methods, such as lectures which bought together all students registered on the module and would encourage the School to continue to seek efficiency and pedagogic advantages through the sharing of modules, particularly in areas such as research training, whilst recognising the restrictions placed by the British Psychological Society accreditation requirements. The Panel was concerned that the efficiency gains in sharing modules between programmes was less apparent when the learning and teaching approaches included seminars and tutorials, where the group sizes were restricted, thus requiring a higher number of groups and additional staff contact time. The School is currently reviewing the number of modules available each academic session and the Panel encouraged the School to consider reviewing its programmes to limit option module choice in years 3 and 4.

14.   The Panel reviewed samples of honours projects undertaken by students on the Psychology and Social Science programmes and found them to be of an impressive standard and discussed with the School whether the 40 credits allocated to the project module remained appropriate. The School confirmed that whilst other areas of the University apply 60 credits to their honours project modules, that these often incorporate research training which is incorporated in separate modules within these programmes and confirmed that a 40 credit allocation remained suitable.

The effectiveness of the systems implemented by the School to manage the quality and standard of its provision

15.   The School operates a number of committees to manage the quality and standard of its provision. These include a Learning, Teaching and Assessment (LTA) Committee, a Quality Committee, Staff Student Liaison Committee (SSLC), Boards of Studies and Boards of Examiners. The LTA and Quality Committees are currently replicated at University and Faculty level and thus the Committee structure provides a mechanism for the School to influence and disseminate policies on the management of the quality of standards of its provision. Each of the school's three subject groups and Teaching Fellows are members of these Committees.

16.   The School's critical review noted that the all of the undergraduate provision in the School (except Complementary Healthcare) is managed by a single programme leader who is supported by year leaders and depute programme leaders on the BA/BSc Psychology and BA Social Sciences programme. The critical review stated that this allowed students to have an accessible class contact and ensured that clear and consistent communication about module choices and programme issues. The Panel were satisfied that this model of

programme management was working effectively and that the programme leader was engaging appropriately with the relevant subject group leaders.

17.   Whilst the Panel were assured during discussions with staff that the School fully engaged with the University's Quality Framework, the documentation provided to the Panel during the review did not consistently support this. Whilst all modules and programmes of study had been approved during the University's move to a 20 credit modular structure and been subject to annual review and monitoring in accordance with the Quality Framework, it was apparent that some documentation, such as the programme specifications presented to the Panel had not been updated since 2008 and required minor amendments to ensure that they continued to meet University expectations. The Panel also did not see comprehensive evidence of routine monitoring at module level, though the documentation presented on routine monitoring at programme level suggested to the Panel that this was taking place in accordance with the procedures laid out in the Quality Framework.

18.   The School does not undertake a formal process of peer-review of teaching, however team-teaching is embedded into the School's teaching culture providing ample opportunity for colleagues to be supported in their teaching activities. The School ensures that all documentation provided to students, such as module handbooks, is subjected to peer review, normally be fellow subject group members, prior to being disseminated. This is seen to enhance the quality of documentation within the School and provides opportunity to share practice amongst colleagues.

19.   The Panel noted that following the recent restructure of the School, the two constituent former Schools were in the early stages of establishing working relationships and identifying areas where practice in managing the quality and standard of its provision varied, such as in assessment and moderation. The panel noted the new School's intention to continue to review these areas of variation to ensure that appropriate practices were in place throughout the School.

The effectiveness of the school's engagement with University and faculty policy, employers and professional and statutory bodies to ensure that its provision remains relevant, sustainable and produces employable graduates

20.   The School engages with colleagues across the University to ensure that its provision remains relevant, sustainable and produces employable graduates. It was apparent that the School effectively engages with colleagues within the Library and C&IT Services to support module and programme design and delivery.

21.   The School's Teaching Fellows are actively engaged in a range of projects and initiatives within the University that facilitate the involvement of the School in University-wide learning, teaching and assessment developments. For example, it was evident that the Teaching Fellows had been pivotal in supporting the School in forming its Level 2 statements within the University's new Learning, Teaching and Assessment (LTA) Strategy. It was noted that the newly merged School LTA Committee would have an important role in identifying areas of good LTA practice and for ensuring that the School continued to actively engage with the University LTA Strategy, such as by ensuring that elements of good practice continued to be added to the University's Resource Bank.

22.   The School has strong links with two Professional and Statutory Regulatory Bodies (PSRBs). The Psychology provision is accredited by the BPS and the Postgraduate Diploma in Career Guidance is accredited by the Institute of Career Guidance (ICG) and the Panel scrutinised recent review reports and were satisfied that engagement with these PSRBs supports the School in enhancing the quality of its provision.

23.   The School noted within its critical review that a recent British Psychological Society (BPS) review raised a concern that the staff-student ratio for the Psychology programme was over the stipulated 20:1 ratio required. The School had remedied this by recruiting suitably qualified staff from the School of Nursing, Midwifery and Social Care to teach on the programme and planned to take a longer-term approach by reducing student numbers on the Psychology programmes.

24.   The School recognises that one of Edinburgh Napier's strategic objectives is to become an international university. The Panel noted that the School had been proactive at in internationalising the curriculum (for example by ensuring that modules included country-comparisons and that references included international sources). Recruitment of international students onto the School's programmes and engagement in overseas delivery opportunities was recognised by the School to be limited. The School was unable to provide data in relation to international student recruitment onto the programmes, but acknowledged that it was low, and the School believed that this was due to the subject areas not being in high demand to an overseas market. The Careers Guidance programme team is currently considering developing its curriculum to be more international focussed and more attractive to an international market and the Panel recommended that the School consider this further. The School provides some modules which form part of the MSc in Health Administration offered by the School of Nursing, Midwifery and Social Care in partnership with CSM Academy in Singapore and the School has also established an international articulation arrangement with Pacific Rim College in Canada onto the BA (Hons) Complementary Healthcare programme. The School is currently exploring the possibility of developing an overseas portfolio of provision, taking advantage of the experience and expertise of colleagues joining the newly formed School and building on the University and Faculty established partnerships in Hong Kong, Singapore and India. The Panel encouraged the School to further engage with this international activity.

25.   The School acknowledged that another area where activity was limited was in its postgraduate provision. The School had developed an online MSc Social Research programme which had run briefly before being withdrawn in 2009/10 due to poor student recruitment. The School cited lack of funding for postgraduate activity being the main reason why the postgraduate provision in the School had not developed, and the Panel acknowledged that there would be limited opportunity for students to gain external funding to study at Edinburgh Napier, given recent changes to ESRC student-funding. In recognition of this, the School was planning to fund (fees only) two MSc by Research scholarships for 2011/12 and was encouraging fourth year students to apply. During their meeting with the Panel, the student representatives expressed some dissatisfaction that there were limited opportunities to continue onto postgraduate study within the School and a number of the students indicated that they were intending to take up postgraduate places at other Universities where they planned to fund their own study. The Panel suggested that the School reflected further on how it might provide postgraduate opportunities, fully taking account potential market and demand.

26.   In its critical review, the School had raised elements of dissatisfaction with the University's policy on Week One, particularly in relation to its appropriateness during the second trimester. In discussing this with staff and students the general consensus was that Week One formed an important part of student induction and progression during the first trimester of each year. In discussing Week One of the second trimester the Panel were assured that staff had engaged in creative approaches to ensure that the sessions held during Week One were designed to be appropriate and useful to students, though had been disappointed by the poor student attendance. In exploring this further with students, it was apparent that most students did not value Week One in the second trimester and were frustrated that following introductory teaching sessions, teaching of module content did not commence until the third week of the trimester which students reported as unsatisfactory.

The Panel noted that this was not a matter that the School could resolve and therefore recommended that the University give due consideration to the apparent dissatisfaction with Week One in trimester two.

The quality of the learning opportunities and the learning experience provided to students on the programme included within the scope of the review

27.   In its critical review the School cited that one of its aims was to provide students with a learning experience that is student-centred, in that it puts students at the centre of the learning process and recognises that they learn by building on existing knowledge and skills. Discussions with staff and students enabled the Panel to support the view that the School was achieving this aim. The culture of student support and the commitment of all staff to interacting with students at a range of levels was evident, and recognised by the students that the Panel met. The Panel commended the School for its dedication to student support.

28.   The School noted in its critical review that it placed importance in research teaching and that this was central to its programmes. Each undergraduate programme had been designed to have one dedicated research module per year culminating in the honours project. During their discussions, it was apparent to the Panel that the students valued the research training components which were embedded into their programmes. Students spoke positively about how lecturers incorporated their own research into the curriculum as well as the inclusion of practical research tasks, such as the analysis of transcripts taken as part of real research studies. The Panel commended the School for incorporation of elements of research activity into teaching and for the student awareness of, and interest in, research and practice informed teaching.

29.   The Panel commended the School for successfully embedding employability skills across the curriculum, and for ensuring that students had a high awareness of the usefulness of the transferrable skills that they were developing, which was confirmed during the meeting held with students. The School also incorporates a range of practical vocational elements into its programmes, particularly within the Complementary Healthcare and Careers Guidance programmes. The School takes a proactive approach in preparing its students for employment, and facilitates networking and voluntary work opportunities for its students. The Complementary Healthcare programme team has recently started an employer mentoring scheme to support students in their transition to employment.

30.   The School employs a range of innovative teaching methods, but the Panel particularly commended the School for the effective employment of student mentors within one of its modules (PSY08192 – Doing Quantitative Research). In this module six fourth year students support second year students in their development of numeracy and use of statistics. The School had observed that the second year students felt more comfortable seeking help and advice from their student mentors, whilst the mentors themselves had been observed to use the sessions as revision in the statistical techniques that they would employ during their honours project. The panel commended the School for this effective use of peer tutoring.

31.   The National Student Survey (NSS) is one gauge of the student learning experience and in the 2010 survey, the School of Health and Social Sciences achieved the highest mean student satisfaction scores across the University for the following NSS themes: teaching on my course; assessment and feedback; and personal development (indeed achieved highest rating on 10 out of 21 items within the University for the survey). The School also gained the top-rated place across the University for overall student satisfaction. The Panel commended the School for its impressive performance in the NSS.

32.   The School operates a robust Personal Development Tutor (PDT) system where students have the same PDT during their duration of study at the University. In its critical review, the School cites that this continuity facilitates the potential for personalisation of the student experience and increases the potential for relationship-forming to support the achievement of personal goals. Students are invited to meet with their PDT in one-to-one meetings at least twice a year, though it was apparent that a number of students would wish to seek the support of their PDT more often than this. In discussing PDT responsibilities with staff, the Panel noted that a number of staff acted as PDT to high numbers of students and staff raised concerns about the limited allocation afforded to PDT responsibilities within the School's workload allocation model, however it was clear to the Panel that all staff were committed to supporting their students and that this was recognised by the students as evidenced through the NSS results and the 2010 Napier Student Association 'I love my PDT' initiative, in which a third of finalists were from the School. In seeking student feedback in preparation for the Subject Review the School noted that a minority of students stated some confusion regarding the role and purpose of module staff, year leaders, programme leader and their PDTs and the Panel would encourage the School to ensure that a clear and consistent message is communicated to students regarding this.

33.   Whilst specific data on programme student retention rates was unavailable (an issue that the University reported that it is in the process of addressing), the School highlighted within its critical review that student retention had been a problem for the School. The Panel commended the School for the proactive approach taken to address this problem through the Teaching Fellow-funded group project called 'Closing the Gap' which used action research to explore the experiences of Year 1 students in the School. The Panel explored with staff and students the apparent incongruity of the School's problem with student retention in the context of the recognised culture of student support. During discussions it was generally agreed that students who did exit the programmes did so, not as a result of lack of support, and often it was for reasons beyond the control of the programme team, such as financial or family problems. It was noted that some students who exited may have had unrealistic expectations about the programme's content or demands and the Panel agreed that the School might wish to further consider ways of improving preparation and selection of applicants. The Panel also encouraged the School to build on the Closing the Gap project to reflect on important touch points within the student journey, in particular admissions and yr 1 to yr 2 progression to further enhance student retention and student success.

34.   The School use WebCT and other technologies to enhance the quality of student learning opportunities and experiences, though it was apparent during meetings with both staff and students that problems in accessing the technology has proven to be a limitation in its effectiveness, which has been raised with C&T Services. The School noted in its critical review that staff engagement and practice in WebCT varies within the School and whilst the Panel agreed with the School that there are sound pedagogic reasons for variations in practice, further work could be undertaken to ensure that the rationale for this variation was clear to students. The Panel observed some good examples of where technologies such as wiki-building and blogging had been successfully incorporated into the curriculum within the School. The Psychology and Social Science programme teams are committed to using technology to support, rather than to be used instead of face-to-face delivery, whereas the Complementary Healthcare team has adopted a more blended approach. The MSc Careers Guidance programme is a distance-learning programme and makes significant use of online delivery. The Panel encouraged the School to further consider the impact of the growth of digital technologies on the future of learning teaching and assessment, and to develop a medium term plan to address staff knowledge and skills.

35.   The School considered the facilities and laboratories available to students at the Sighthill Campus to be much improved from what had been available at the previous

campuses. The Panel confirmed that the investments made by the University in the campus fostered an excellent learning environment for students.

The effectiveness of mechanisms for encouraging student engagement with quality processes and with activities designed to enhance the learning experience

36.   The Panel commended the School for the approach it had taken to actively seek student engagement with the production of the critical review document in preparation for the review. The School had incorporated a discussion of the student experience of their student journey within a research module class containing 22 Direct Entry students. A second focus group was held and involved six students representing both undergraduate and postgraduate provision. The focus group was facilitated by a member of staff external to the School, an approach taken to encourage free and frank exchange. The notes taken at both of these sessions were made available to the Panel and it was evident that the student feedback from each of these sessions contributed to the development of the critical review document.

37.   The School has a very small part-time undergraduate student population who are all registered on the BA (Hons) Complementary Healthcare programme. Part-time students follow a pattern of study which is negotiated individually to take account of any time constraints that might affect their ability to attend University. The Panel recognised that the proportion of part-time students was very low, but encouraged the School to ensure that part-time students continued to be represented in activities designed to enhance the learning experience.

38.   The School noted in its critical review that student engagement across all programmes was positive with good student attendance at SSLC and Boards of Studies meetings. This view was supported by the students who met with the Panel who were aware of the role of the student representative and effective use is made of the SSLC to enable students to raise matters and enhance their learning experience. The students wished to stress that whilst they valued to student representative system, they also felt able to raise most concerns directly with staff.

The effectiveness of staff engagement with subject-specific or pedagogic research and knowledge transfer activities, and with other personal and professional development activities

39.   The Panel found that all staff within the School are fully committed to providing their students with an effective learning experience and the Panel was confident that all provision in the School is influenced by scholarly activity and by staff research. The School Learning, Teaching and Assessment Committee provides a focus for sharing, exploring and developing subject-specific and pedagogic ideas. The Panel commended the School on the positive involvement of its Teaching Fellows and other staff in University pedagogic initiatives and the establishment of a culture of reflective practice within the subject area.

40.   The School's engagement with commercialisation and continuing professional development (CPD) activity currently mainly centres around the Health and Well-being subject group and the 'Multi-Clinic' which has been established as an income-generating business. For a fee, the Multi-clinic can be used by graduate aromatherapy and reflexology clinicians. The subject group has also recently started offering short course CPD activity and the School believed that this had potential for growth. Other areas of the School are in the early stages of commercialisation and CPD planning. The Panel strongly encouraged the School to continue to support and extend CPD activity and commercialisation in Complementary Healthcare and within the other subject group areas.

41.   The School effectively engages with professional development activities in a variety of ways. The Applied Psychology and Social Research Group holds regular meetings which aim to develop and support staff in their research activities. Staff are also encouraged to attend conferences and external meetings. The Careers Guidance programme team work in partnership with active careers guidance professionals who provide tutorial support on the programme and help to ensure that the programme team and curriculum remain current.

Provision included within the scope of the review
1)   Undergraduate programmes:
a)   BA/BSc (Hons) Psychology
b)   BA (Hons) Complementary Healthcare (Reflexology and Aromatherapy)
c)   BA (Hons) Social Sciences
d)   BA (Hons) Criminology*
e)   BA (Hons) Psychology with Sociology
f)   BA (Hons) Psychology & Sociology
g)   BA (Hons) Sociology with Psychology

2)   Taught master's programmes:
a)   Postgraduate Diploma in Careers Guidance
b)   MSc Career Guidance (60 credit top-up)

* The BA(Hons) Criminology programmes commenced in September 2010.

School enhancement plan: School of Health and Social Sciences, March 2011						
Good practice						
	Action to be taken	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The demonstrable culture of student support and the commitment of all staff to interacting with students at a range of levels						
The incorporation of elements of research and practice-based activity into teaching.						
Student awareness of, and interest in, research and practice informed teaching.	To reflect on how the School might provide more postgraduate opportunities (understand student demand and the external market).					
The positive involvement of teaching fellows and other staff in University pedagogic	To continue to widely disseminate outcomes of projects, such as Closing the Gap.					

initiatives and the establishment of a culture of reflective practice within the subject area.						
Student and staff engagement in the preparation for Subject Review.						
Student awareness of employability skills						
Effective use of peer tutoring in an appropriate context	(check resource bank – if not in it – to add it!)					
The incremental development of research skills throughout the programmes.						
Recommendations						
	Action to be taken	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
Reflect on important touch points within the student journey, in particular admissions and yr 1 to yr 2 progression	Consider ways of improving preparation and selection of applicants.					

to further enhance student retention and student success.	Encourage School to engage with and participate in the FHLSS student engagement pilot				
Further consider the impact of the development and growth of the BA (Hons) Criminology programme on the rest of the subject area provision.	Consider the sustainability of the joint routes in the context of capped student numbers. Consider reducing the number of option modules in years 3 and 4.				
Support and extend CPD activity and commercialisation in Complementary Healthcare.	Extending the activity to other areas within the School.				
Further engage with international activity.	Take action on implementing the international dimension of the PG Diploma Careers Guidance. Continue to build				

	on the University and Faculty established partnerships in Hong Kong, Singapore and India.				
Provide evidence to ensure compliance with the Quality Framework and Assessment Handbook	School Quality Committee should ensure compliance with University procedures, eg. Evidence of moderation of student work, updating of programme specifications.				
further consider the impact of the growth of digital technologies on the future of learning, teaching and assessment, and develop a medium term plan to address staff knowledge and skills					
Encourage different programmes to continue to seek					

efficiency and pedagogic advantages through the sharing of modules, particularly in areas such as research methods					