

## University of Glasgow

## Academic Standards Committee – Wednesday 18 April 2012

Report from the Programme Approval Group for the College of  
Medical, Veterinary & Life Sciences

Mrs R Cole, Senate Office

**Present:**

Professor T Guthrie (Convener), Dr B Burns, Professor M Hendry (*vice* Dr K Renaud), Ms H Hussain

**In attendance:**

Mrs R Cole, Professor J Anderson (for item 1.3), Professor C Edwards (for items 2.1 – 2.10)

1. *UNDERGRADUATE PROPOSALS*1.1 **BN (Major Change)**

**Rationale:** The BN is undergoing re-validation during 2012 and new Standards for pre-registration nursing education apply. The programme has been reviewed in order to comply with the new standards.

**Regulations:** The programme will continue to be governed by the generic undergraduate regulations and the supplementary regulations for the BN.

**Programme Specification:**

- S. 10: add a verb at point 26).
- S. 14: Selection for Honours: 'The student must achieve at first attempt a grade C or above...' (to clarify that 'first attempt' applies to both requirements).

**Conclusion: The Group recommends the proposal to ASC, subject to the minor amendments above being made.**

1.2 **BSc (Med Sci) Intercalated Degree, BSc (Dent Sci) Clinical Medicine (Major Change)**

**Rationale:** This programme has been running successfully for approximately 15 years. However, for various reasons it has never been correctly formalised as constituent courses and an intercalated programme.

**Regulations:** The programme titles will be added to existing BSc (Med Sci) and BSc (Dent Sci) regulations.

**Programme Specification:**

- There was a lack of clarity between s. 8 Entrance requirements and s. 14 Structure and Features: The former indicated that students must have completed at least the first three years of the MBChB or BDS, while the latter indicated that for the BDS, completion of four years was preferred.

Proposal Support Document: Sections B and C had not been completed: these needed to be signed off to indicate approval on behalf of the College Board of Studies and Head of College.

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

### 1.3 BVMS (Major Change)

**Rationale:** Restructuring of the BVMS is proposed as the current structure does not have the flexibility to address the evolving requirements of the accrediting bodies and expectations and needs of students. Initially ASC is asked to approve a redesign of the fifth year of the BVMS programme; redesign of years one to four will follow in the next session.

**Regulations:** The programme will continue to be governed by the generic undergraduate regulations and the BVMS supplementary regulations.

#### **Programme Specification:**

- It was noted that the introduction of credit rating was currently under consideration. The anticipated total number of credits for the programme was not currently a permitted option in PIP and the number of teaching hours could not currently be accommodated by MyCampus. These issues would need to be addressed.
- S. 14: Description of Year 5 was currently fairly limited, but this could be expanded when the programme specification is scrutinised again next session in relation to years 1 – 4.

PSD: A2. This highlighted the fact that it was proposed that year 5 would commence in May preceding the commencement of the new session. The early start was imperative in order to accommodate everything that the students needed to cover during the year. The PAG noted that this was likely to present administrative challenges, and that the arrangement breached the normal requirement that material should be assessed during the academic session in which it was delivered, however, the PAG considered that there was good reason to recommend to ASC that this arrangement be permitted.

**Conclusion: The Group recommends the proposal to ASC, subject to the correction of minor typographical errors.**

## 2. *POSTGRADUATE PROPOSALS*

### 2.1 **MSc/PgD/PgC Global Mental Health (New Programme)**

**Rationale:** Mental health professionals, policy makers and international organisations are keen to address inequalities and inequities in mental health service provision across the globe. The proposed new programme aims to educate students about the design and implementation of treatments, services and policies aimed at reducing the burden of mental health difficulties in low and middle income countries.

**Regulations:** The programmes will be governed by the generic regulations for postgraduate Certificates and Diplomas and postgraduate taught Masters programmes.

#### **Programme Specification:**

- S. 1 Only those programmes which were available for students to register on should be included; the PgCert Mental Health appeared only to be an exit award so should be deleted from this section.
- S. 8 Entrance requirements: the PAG queried whether a statement should be included that students would be required either to be working in or to have access to a mental health-related field of work.
- S. 9 Aims: underlining of text should be removed. Bullet 1 referred to mental health difficulties, while bullet 4 referred to psychological difficulties. The PAG queried whether the terminology should be consistent or whether there was a deliberate distinction.

- S. 10 ILOs. As the programme specification related to the Masters, PG Diploma and PG Certificate, clarification was needed as to which ILOs related to which programmes. For example, in subject-specific skills, there was reference to executing a research project, and it needed to be clear that it was only students completing the Masters programme who would undertake a research project.
- S.14 included the statement: 'where a mixture of assessment methods are used in a course, a minimum standard will be specified for each component of assessment within the course'. The PAG considered this would be better included in the course documentation along with a clearer description of what the standard pertained to (e.g. 'in order to achieve a course grade D', 'in order to be permitted to progress'.)
- S. 14: top of p.6: Third sentence: the PAG queried the statement: 'We expect most participants on this course to take the course on a two-year full time basis.' (Inconsistent with previous sentence.)
- S. 14: the assessment weighting only needed to be specified where assessment comprised more than one component. It needed to be clear that the dissertation component was only undertaken by students progressing to the Masters stage. Suggest insert 'Indicative' for Timetable headings.
- S. 14: The standards required for progress and award of PG Certificate and PG Diploma should not be repeated in the programme specification. Reference to University regulations suffices. It is not clear what is meant by 'core' and 'specialist' courses.

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

## 2.2 MSc Health Technology Assessment (New Programme) [For introduction in session 2013-14]

**Rationale:** The newly established 'Health Economics and Health Technology Assessment' group within the Institute of Health and Wellbeing proposes this new programme. The World Health Organisation has identified the need for capacity building in Health Technology Assessment, and to date there are few institutions worldwide offering academic qualifications in this area.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Masters programmes.

### **Programme Specification:**

- S. 8: suggest inclusion of link to standard requirements in English language. 2<sup>nd</sup> line: 'would be considered' rather than 'we would consider'.
- S. 10: Transferable skills: Point i) should be moved to Subject-specific. Points v) and vi) do not need to mention health technology assessment as they should be generic skills.
- S. 11 includes reference to a viva for students who receive a borderline grade for the research project. There is no discretion to promote a student using such a viva, so this cannot be permitted. (It is legitimate to include a viva examination for all students as a component of the assessment scheme.)
- S. 14: In the table suggest the inclusion of indicative calendar months, as the University does not recognise a 'semester 3'. If this period covers examination period, would need permission from the Clerk of Senate.
- S. 14: 'There are two modes of study for the MSc in HTA' (delete 'whereby a student may gain units and proceed to').

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

### **2.3 MSc(Dent Sci) Endodontics (New Programme)**

**Rationale:** The new programme is being introduced to work alongside the already established MSc (DentSci) Fixed and Removable Prosthodontics. The programme will be the only one of its kind in Scotland.

**Regulations:** The programme will be governed by non-generic regulations as per the MSc (Dent Sci) Fixed and Removable Prosthodontics.

**Programme Specification:**

- S. 10: Knowledge and Understanding: 'students will be able to' not 'expected to'.
- S. 11: where there is more than one component of assessment, suggest inclusion of component weightings; use term 'course' rather than 'module' throughout.
- S. 14: the actual standards required for progress and award should not be stated (the reference to University regulations suffices).

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

### **2.4 PgDip Health Technology Assessment (New Programme)**

**Rationale:** The newly established 'Health Economics and Health Technology Assessment' group within the Institute of Health and Wellbeing proposes this new programme, in tandem with the introduction of a Masters programme in the same name. The World Health Organisation has identified the need for capacity building in Health Technology Assessment, and to date there are few institutions worldwide offering academic qualifications in this area.

**Regulations:** The programme will be governed by the generic regulations for taught postgraduate Certificates and Diplomas.

**Programme Specification:**

- S. 8: suggest inclusion of link to standard requirements in English language. 2<sup>nd</sup> line: 'would be considered' rather than 'we would consider'.
- S. 10: Transferable skills: Point i) should be moved to Subject-specific. Point v) does not need to mention health technology assessment as it should be generic.
- S. 14: In the table suggest the inclusion of indicative calendar months, as the University does not recognise a 'semester 3'. If this period covers examination period, would need permission from the Clerk of Senate.
- S. 14: 'There are two modes of study for the PG Diploma in HTA' (delete 'whereby a student may gain units and proceed to').

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

### **2.5 MRes Biomedical Sciences (Cancer Studies) (Major Change) MRes Biomedical Sciences (Cardiovascular Studies) (Major Change)**

**Rationale:** Two new specialisations are being added to a suite of Biomedical Science programmes, and the structure of the existing MRes Biomedical Sciences programmes is being re-packaged from three courses into four.

**Regulations:** The programmes will be governed by the generic regulations for MRes programmes.

### **Programme Specification:**

- S. 2.2 Credits: 190 – see comments below on s.14.
- S. 9 Programme Aims and s.10 ILOs should include some reference to Cancer Studies/Cardiovascular Studies specialisation; para 2, line 2: 'students will gain' (not 'you')
- S. 10 Transferable skills do not need to refer to biomedical research: suggest '... presentations on advanced research topics'.
- S. 14: Add reference to Postgraduate Certificate as a possible exit point.
- S.14 Query the inclusion of 70 credits in the taught component. This does not follow the generic structure of 180 credits contributing to a Masters degree. Comments in the College Postgraduate Teaching Committee minutes from 15 February 2012 indicate ambiguity over the notional learning hours, and a suggestion that the credit rating may be too high. The points raised at the Scrutiny Sub-Committee on 1 February 2012 concerning the possibility of reducing the credits to 180 do not appear to have been addressed.

**Conclusion: In view of the queries relating to the structure of the degree, the PAG could not currently recommend the proposal to ASC for approval.**

### **2.6 MSc Applied Medical Science (with specialisation in Diagnostics) (Major Change)**

**Rationale:** This is a new route in the existing MSc (MedSci) Applied Medical Sciences programme, allowing students to graduate with the Diagnostics specialisation, an area in which there is demand in UK and overseas industries.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Masters programmes.

### **Programme Specification:**

- S.1: If it is intended that students will register for the Diagnostic Technologies stream, the programme title including specialisation should be added.
- S. 10 Knowledge and Understanding, bullets 5 and 6 delete 'Know how to'
- S. 14: Use 'Summer' rather than 'Semester 3'.
- Proposal Support Document: Sections B and C have not been completed on behalf of College Board of Studies or Head of College.

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

### **2.7 MSc/PgDip Quantitative Methods in Biodiversity, Conservation and Epidemiology (Major Change)**

**Rationale:** The proposal is to merge two programmes approved last year and running since September 2011. In semester 1 there will no longer be any options, while in semester 2 there will be only one compulsory course, allowing more flexibility across a broad range of subjects.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Masters programmes.

### **Programme Specification:**

- S. 9: First paragraph of Aims should be deleted (reads more as background information than Aims); 3<sup>rd</sup> para final sentence: remove reference to student consultation; bullets 3 and 4 – be consistent in singular/plural 'student'; final sentence should be a bullet.

- S. 10: Subject specific, 1st bullet: 'software to support and enhance the approach to research problems'. As the programme specification covers the Masters and PgDiploma, need to differentiate the ILOs specific to the Masters e.g. Subject-specific final bullet refers to the supervised research project.
  - S. 14: Delete third paragraph as standard resit provisions under the Code of Assessment apply; refer in table to 'Summer' rather than 'Semester 3'.
  - S. 15: line 3 'The programme is offered' (delete 'to be'); line 8 'programme' rather than 'course'.
- Programme Support Document: A2: para 4, remove reference to 'modules' as all should be 'courses'.
- A3: Additional resources box has not been checked.

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

## **2.8 MSc(Med Sci) in Forensic Toxicology (Distance Learning for Practitioners) (Major Change)**

**Rationale:** In response to demand from practitioners, this proposal is to offer a Distance Learning route for the existing Masters programme.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Masters programmes.

### **Programme Specification:**

- S. 8: 3<sup>rd</sup> para: 'Applicants' rather than 'candidates'.
- S. 10: Subject-specific: overlap between bullets 4 and 6; Transferable skills: 'students' not 'participants'.
- S. 11 Final statement: A minimum grade is required in different components of assessment but it is not clear what these are required for (e.g. to achieve a D3 overall course grade, or C3?). This information should be included in course documentation rather than in the programme specification.
- S. 15: opportunity to visit Scottish courts: will these be accompanied/guided visits?; Under Personal support: 'Non-academic support for students should be sought from students' own place of work'; will the standard services quoted (e.g. Student Learning Service) be available to distance learning students?

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

## **2.9 PgCert in Advanced Lymphoedema Management (Major Change)**

**Rationale:** The programme has been offered since 2007 and the proposed changes reflect changes in practice, models of service provision, consultation with past/current students, staff, clinicians/managers and educators across the UK.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Certificates and Diplomas.

### **Programme Specification:**

- S. 9: Sneddon 2007 – include full reference.
- S. 14 2<sup>nd</sup> para: remove reference to C3 grade: 'Students attaining the relevant grade point average will be eligible...'

**Conclusion: The Group recommends the proposal to ASC, subject to the minor amendments identified above being made.**

## 2.10 PgDip Child Health (Major Change)

**Rationale:** The proposed programme is an extension of the postgraduate Certificate in Child Health. The programme is aimed at hospital based doctors who require additional academic research skills knowledge.

**Regulations:** The programme will be governed by the generic regulations for postgraduate taught Certificates and Diplomas.

### **Programme Specification:**

- S. 7: No accreditation, though s. 15 refers to this being sought. When is it anticipated that this will be achieved? (If accreditation will involve particular standards to be achieved by students this will need to be reflected in regulations.)
- S. 9: This section refers to the postgraduate Certificate and to the postgraduate Diploma. The programme specification is only for the postgraduate Diploma, so this needs to be redrafted so that the aims of the programme are all clearly those of the Diploma. (Mention can be made of the fact that the first part of the programme equates to the postgraduate Certificate, but the main emphasis should be on the Diploma.) The final paragraph should not refer to progress to the postgraduate Diploma, because this programme specification is for students enrolling on the Diploma programme.
- S. 10: Knowledge and Understanding: Delete 'postgraduate Certificate'.
- S. 11: Formative assessment: 'Formative essays' should not be a bullet; Introduction to Statistics – requirements in relation to the different components of assessment should be included in course documentation instead (there should be no reference to 'passing' the course, grades would need to be stated).
- S. 13: Refer to the learning outcomes 'for the first 60 credits of the programme (equivalent to the postgraduate Certificate in Child Health)' – rather than just to the Certificate.
- S. 14: Should not refer to the postgraduate Certificate but to the first 60 credits of the programme; if the course is one integrated 60 credit course, remove '(20 credits)' from the Semester headings so it is clear that students would not gain 20 credits by completing only that semester. Remove reference to grade requirements, as the general reference to regulations covers this.
- S. 15: clarify reference to accreditation: 'This programme is accredited' ('This programme' refers to the Diploma not the certificate).  
Programme Support Document: A3 replace 'modules' with 'courses'.

**Conclusion: The Group recommends the proposal to ASC, subject to the issues identified above being addressed.**

## 3. REFERENCE TO REGULATIONS IN PROGRAMME SPECIFICATIONS

The standard reference to University regulations included at s.14 of programme specifications should refer to the forthcoming session. However, in order to avoid the need to update the reference annually, it was acceptable to include the general link to the Calendar:

[www.gla.ac.uk/services/senateoffice/calendar/](http://www.gla.ac.uk/services/senateoffice/calendar/)

## 4. SPOT-CHECKING OF PROPOSALS

Under the current process, Programme Approval Groups examine only the programme specification and support document for programme proposals. However, PAGs reserve the right to ask for full documentation if desired. It was recommended in the recent

Deloitte Internal Audit report that occasional 'spot checks' be undertaken on proposal documentation.

In line with this recommendation, the Clerk reported a sample of proposals had been selected for spot-checking, and that the full documentation for the proposals shown below had been examined and found to be in order:

- BVMS
- MSc Global Mental Health
- MSc (DentSci) Endodontics