

12. PROGRAMME SPECIFICATION DOCUMENT.

Mapping of Learning Outcomes & Route Specifics

<p>1. Qualification PGDip/MA</p>	<p>2. Programme Title Health and Social Studies</p>	<p>3. UCAS Code NA</p>	<p>4. Programme Type Modular,PT</p>
<p>5. Main Purposes and Distinctive Features of the Programme The programme is designed to place the great diversity of human experience of health and illness within a broad social scientific context. It encompasses a variety of disciplines and examines the way social factors impact on health in a variety of local and international settings.</p>			
<p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u> Through their participation in the programme course participants will</p> <ol style="list-style-type: none"> possess a systematic understanding of the factors that ensure health remains a contested topic; its multi-disciplinary nature and the central importance of research in creating and critically appraising current thinking in the field. possess a sophisticated and critical appreciation of the diverse determinants of health and the inherent difficulties and controversies around the question of causality in relation to health and social policy. possess a comprehensive understanding of research methods as they appertain to health and the ability to evaluate critically methodology as applied to certain areas of the field. understand and appraise the diversity of values associated with health and the manner in which these interact with the perception of health possess the capacity to utilise existing theoretical positions and research paradigms in an original and creative manner deal confidently with complexity and the lack of complete data in establishing a clear line of argumentation and reasoning 		<p><u>Subject-specific practical/professional skills</u></p> <ol style="list-style-type: none"> The ability to ascribe a relative weighting to many possible competing factors in the determination of health The ability to think independently, demonstrating original lines of argumentation in regard to existing research or proposing new modes of enquiry The ability to synthesise complex information and contested or contestable data and present succinct and coherent reports or summations of that field The ability to evaluate current research and competing theoretical perspectives Reflect on their own value-systems and those of others 	
<p><u>Cognitive skills in the context of the subject(s)</u> Through their participation in the programme students will have developed skills in the following areas</p> <ol style="list-style-type: none"> Analysis – critically analyse health and its representations Evaluation – evaluate the merits and demerits of various theoretical and research paradigms Adaptability – the ability to assimilate material from divergent sources and disciplines Argue – the ability to construct reasoned argument from existent data Communication – the ability to synthesise and present that material in a clear and coherent fashion Innovate – the ability to formulate new questions and develop independence in learning 		<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u> Through participation in the programme participants will be able to</p> <ol style="list-style-type: none"> Communicate difficult ideas in a clear and articulate fashion. Identify areas of complexity and propose solutions or further research Gather data from a variety of sources, often across different academic disciplines Interpret and present relevant numerical data Exercise initiative and personal responsibility in gathering and analysing material Improve their own learning and academic performance and reflect upon that practice 	

7. Investigate – the ability to locate and select appropriate materials

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analysis	Utilising ICT	Independent learning	
Evaluation	Skills of rational enquiry	Reflective practice	
Adaptability	Presentational skills	Effective communication	
Investigation			
Argumentation			

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units
 (2½ years part-time). Masters Degree = 180 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 120 and 60 credits respectively. All Masters degrees must include the undertaking of the dissertation (60 credits).

HE7 Modules	Core Modules	Options (normally 20 credits each)	Project (60 credits)
	Health and Social Exclusion Research Methods in Health Researching Needs, Rights and Responsibilities Contesting the System: The NHS since 1948	Ageing and Society HIV & AIDS Ethics in Health and Social Care Social and Health Futures Sociology of Food	MA Dissertation
10. Other Information <i>(including compliance with relevant</i>			

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Teaching and learning is envisaged as an interactive process that leads to the progressive acquisition of the knowledge and skills appropriate to the Masters level. The participation of students is an integral part of the learning and teaching process and highly valued by staff. Modules are taught in blocks of time and may include a mixture of tutor-led methods such as lectures and student-led activities such as presentations.

Assessment Methods

The mode of assessment will be of two main types. A student paper consisting of around 5000 words. This will constitute 75% of the final mark for the module. The remaining 25% will be based on an oral presentation.

Assessment Classification System

Honours Classification Bands

Institute policies)

Date programme first offered September 2004

Admissions Criteria Standard Requirements

An undergraduate degree in Social, Health or Life Sciences with a second class classification

Indicators of Quality and Standards

1. Internal validation/faculty scrutiny with staff from outside the department
2. The department achieved a perfect score of 24 for the review of its undergraduate provision in
3. The programme's assessment schedule will be subject to moderation by an external examiner