

## 1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Health and Social Policy		LL34-2312

## 2. Academic Session:

2018-19

## 3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

## 4. Credits:

480

## 5. Entrance Requirements:

Please refer to the current campus prospectus at: [http://www.gla.ac.uk/media/media\\_231498\\_en.pdf](http://www.gla.ac.uk/media/media_231498_en.pdf)

## 6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

## 7. Attendance Type:

Both Full Time and Part Time

## 8. Programme Aims:

There is a significant degree of debate in the health and social policy domain, at both theoretical and practical levels. By utilising interdisciplinary and multidisciplinary frameworks, this programme enables you to examine the diversity of health and social policy issues; explore contemporary needs and debates in health and social welfare and evaluate the ways in which individuals, communities and nations both create and meet those needs. The emphasis is on student-centred learning and group and independent study; all of which are designed to foster skills in self-reliance, problem solving, critical analysis and effective presentation and to make you aware

<sup>1</sup> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at [www.gla.ac.uk/](http://www.gla.ac.uk/)

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

of these skills in order to enhance employability. You are therefore encouraged to read, think and debate freely and widely, and to compare and contrast varied philosophical, conceptual bases and practice approaches.

**The programme aims to:**

- introduce you to a range of academic, policy and practice perspectives on the nature of health and social welfare and its provision;
- develop your knowledge of the range of forces impacting on key societal concerns that are perceived to shape the health and welfare of individuals, communities and nations;
- provide you with a good understanding of the health status of populations, the diverse determinants of health and social welfare, and the role of individual difference in affecting status in relation to these;
- develop your understanding of the means by which health and social phenomena are objectively measured and assessed, and your ability to apply that understanding to models of developing and managing health and social welfare in practice;
- give you a range of research and evaluation tools with which to analyse the evidence in a wide range of contexts and perspectives. Strong consideration is placed on the theory–practice interaction and as such, the programme utilises various practice examples and case studies in its delivery;
- provide you with the resources that will allow you to appreciate the ethical the nature and basis of various forms of health and social provision;
- provide a supportive learning environment within which you can develop your confidence, practise written and oral skills, increase your capacity for independent thought and enhance your own professionalism in working, negotiating and cooperating with others.

**9. Intended Learning Outcomes of Programme:**

The programme provides opportunities for you to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

**You should have a demonstrable knowledge and understanding of:**

- health and welfare as contested concepts and of the multidisciplinary nature of your study;
- the range of social, economic and political forces impacting on key societal concerns and policies that are perceived to shape the health and welfare of individuals, communities and nations;
- the diverse determinants of health and social welfare and the role of individual difference in affecting status in relation to these;
- the means by which health and social phenomena are objectively measured and assessed, and the application of that understanding to models of developing and managing health and social welfare in practice;
- the central place of research activity in the development of the subject and its practice.

**By the end of the programme, you should show proficiency in the following skills and other attributes.**

**Subject-specific/practical skills**

You will have the ability to:

- undertake a variety of research projects utilising techniques from the social sciences, for example, engage in the research design process, conduct research individually and as part of a team, present results in appropriate

format, evaluate and discuss the findings;

- apply knowledge and understanding of the contested concepts of health and social welfare to field examples and case studies.

### **Intellectual Skills**

You will be able to:

- evaluate and critique a range of perspectives on health and social welfare and its provisioning;
- adopt an interdisciplinary approach to discourses on health and social welfare;
- critically assess the role of different institutions and communities within society, in shaping, reshaping and sustaining welfare states.

### **Transferable/key skills**

You will gain:

- opportunities to develop your personal and professional skills through team working, presenting reports, project management and design;
- proficiency in data acquisition, analysis, presentation and discussion;
- experience in compiling, synthesising and critiquing information from a variety of sources;
- the confidence to apply theory to practice;
- the skills necessary to work independently, manage your personal time and organise and prioritise work schedules;
- the aptitude to present information orally and in written forms, ensuring that the nature of the presentation is appropriate to the audience;
- the capacity to appreciate the development of your own skills and attributes, thereby enhancing your own employability

## **10. Typical Learning and Teaching Approaches:**

**A variety of teaching methods are used to deliver the range of programme aims in order to ensure that you are given a range of learning environments and in recognition of the fact that different students learn in different ways.**

- Throughout the programme, you are presented with a range of perspectives on health and social issues and actively encouraged to explore the wider social, economic and political contexts that help to shape policy and also impact on practice. Concepts are discussed in relation to case studies in order to facilitate an objective analysis of the tensions between theory and practice. You are continually encouraged to reflect upon your own views of these positions.
- The programme has a strong practical orientation that alerts students to the contested, and at times competitive, nature of the health and social policy field. This approach is complemented by the involvement of various field practitioners in the programme.
- You must, at all stages in your studies, be conversant with associated literature emanating from governmental/agency sources and in academic texts. Extensive reading lists are provided for each course. You

are also given specific library instruction in search skills thereby ensuring you make effective use of on-line resources. Independent reading is considered an integral part of the learning process and is the most effective way by which you can access a broad range of views, perspectives and debates.

- Group work is used as a mechanism to not only encourage the development of personal organisational skills but also to allow you to demonstrate your initiative in dealing with problem solving, to increase your professionalism in dealing with others and to improve the effectiveness of your communication skills. Group working also provides practical experience of the inherent difficulties in delivering health and welfare objectives determined by personal/local/national agendas and priorities.
- Much of the teaching inputs occur within interactive lectures, seminars and workshops. A strong emphasis is placed upon set student tasks (case studies, debates, student-led tutorials, supported reading, etc.) that inform and consolidate lecture input. The integration of small scale independent and group projects into course design ensures that you are presented with opportunities to apply the knowledge gained in lectures. This fosters independent thinking and encourages a collaborative and supportive working environment amongst students.

## 11. Typical Assessment Methods:

*A range of assessment methods is used to test your achievement of the intended learning outcomes.*

### Assessment

The depth of understanding of primary material is assessed formatively and summatively.

- *Summative assessment* occurs largely through essays, oral presentations and examinations. Emphasis is given to the importance of critical analysis of material, concepts and theories, and you are therefore assessed on your ability to present convincing and well-supported arguments. The use of applied projects, or examples where students consider a substantive topic area, is an important feature of all assessments and encourages you to access contemporary literature and material of a substantive nature and, in the execution of the assessment, to link theory to practice. There is an expectation in all written work that you demonstrate that you have undertaken independent reading and have used your initiative in sourcing materials.
- *Formative assessment* occurs through discussions in seminars, student-led tutorials and in workshops.
- You are required to undertake oral presentations throughout your studies. This requires that you not only know the material you are presenting, but understand it to such an extent that you can convey often complex issues to others in a defined period of time. Oral presentations give you the opportunity to practise your skills in communication and develop confidence, and also tutors you in the art of presenting material to a wide and varied audience.
- A number of projects are undertaken by students working in groups and these are used to develop your personal and interpersonal skills, such as leadership, adaptability and social awareness. These are assessed summatively in terms of the effective delivery of the project aims.
- Many of the projects require you to undertake your own research, with different courses and projects requiring the use of different research methods. You are therefore assessed on your ability to apply the appropriate method to any given research scenario. You must also be aware of the limitations of different research methods and be able to critically evaluate results within wider problem-solving contexts.
- Assessment attached to some courses (e.g. the *Level 3 Placement*) require you to engage in *reflective learning* and demonstrate the ability to evaluate the feasibility and limitations of applying 'classroom' knowledge to the work-based practicalities of health and social welfare environments.

The teaching and learning strategies utilised are designed to enable the development of a multi-disciplinary, reflective and critical approach to the study of health and social issues.

## 12. Programme Structure and Features:

The programme contains designated and qualifying elements, providing students with choice and flexibility. As long as the minimum requirements are fulfilled, the number, level and order in which courses are taken may vary, especially for part-time students, with the exception of the 4<sup>th</sup> year which must be undertaken on a full time basis. Progression, subject to the fulfilment of any prerequisites, is on the basis of credit accumulation.

As a result of negotiations between Glasgow University, Scotland's Colleges and the Scottish Funding Council, from 2013/14 an HNC-MA HSP articulation scheme will be in existence. Entry to Level 2 study will be allowed on the basis of: attainment of 'A' grade in the HNC Graded Unit; interview; and satisfactory completion of a 1 week 'Bridging Course'.

A typical programme structure is outlined below

Level 1 (totalling 120 credits) ***On successful completion, possible exit with a Certificate of Higher Education***

<b>1<sup>st</sup> Academic Session</b>	Designated Courses:		
	Contemporary Health Issues	20 credits	Semester 1
	Society & Social Policy	20 credits	Semester 2
	Researching Health & Social Issues	20 credits	Semester 1
	<i>plus</i> any three Level 1 qualifying courses	60 credits	

Level 2 (totalling 240 credits) ***On successful completion, possible exit with a Diploma of Higher Education***

<b>2<sup>nd</sup> Academic Session</b>	Designated Courses:		
	Health Policy and Practice	20 Credits	Semester 1

	Social Policy and Practice	20 Credits	Semester 1	
	Research Methods for Social Science	20 Credits	Semester 2	
	Human Nature & Well-Being	20 Credits	Semester 2	
	<i>plus</i>			
	any two Level 1/2 qualifying courses	40 credits		
Level 3 (totalling 360 credits) <b><i>On successful completion, possible exit with MA Health and Social Policy</i></b>				

<b>3<sup>rd</sup> Academic Session</b>	Designated Courses:			
	Health & Social Policy in a Contemporary Context	20 credits	Semester 1	
	Public Sector Systems Management	20 credits	Semester 1	
	Dissertation OR Crichton Work Placement	60 credits	Semester 2	
	<i>Plus one Level 2 (for Non-Honours entry) / 3 (for Honours entry) qualifying course</i>			
Suitably qualified students may seek entry to a 4 <sup>th</sup> , Honours year				
Level 4 (totalling 480 credits) <b><i>On completion, exit with a MA Honours Health and Social Policy</i></b>				
<b>4<sup>th</sup> Academic Session</b>	Designated Courses:			
	Enquiry in Health and Social Policy 4.1 (F)	60 Credits	Semester 1	
	Enquiry in Health and Social Policy 4.2 (F)	60 Credits	Semester 2	

**13. Programme Accredited By:**

Not Applicable

**14. Location(s):**

Glasgow

**15. College:**

College of Social Sciences

**16. Lead School/Institute:**

Interdisciplinary Studies [REG40300000]

**17. Is this programme collaborative with another institution:**

No

**18. Awarding Institution(s):**

University of Glasgow

**19. Teaching Institution(s):**

**20. Language of Instruction:**

English

**21. Language of Assessment:**

English

**22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:**

*Subject benchmark statements* provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. The Quality Assurance Agency for Higher Education (2008) has produced such benchmarks for Health Studies to which this programme conforms. See:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Healthstudies08.pdf>

**23. Additional Relevant Information (if applicable):**

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as LEADS ([www.gla.ac.uk/myglasgow/leads/](http://www.gla.ac.uk/myglasgow/leads/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

**Study at Dumfries Campus offers the following advantages to students:**

- **Campus ethos** - As a relatively small institution it is both feasible and a matter of deliberate policy to encourage a friendly and supportive learning environment.
- **Student Involvement** – Students contribute to the operation of the Campus through involvement with the Staff-Student Liaison Committee. The Campus Students' Association (CUCSA) is thriving and students can participate in developing and shaping the provision of services and amenities on the Campus.
- **Advisers of Studies** – Each student is allocated an Adviser of Studies to guide them in curriculum planning, more generally to provide advice, and in addition, where appropriate, to offer pastoral support.
- **Student Services** - All students at the Dumfries Campus have access to a team in student support covering the key areas of Counselling, Effective Learning, Employability, Enabling Support and Funding.
- **Supporting Documentation** - Students are provided with a Student Handbook containing key information about studying at the Dumfries Campus: semester dates, contact details, emergency numbers, etc.. Each individual course has a Handbook outlining the aims, intended learning outcomes, assessment, timetable, texts, and other relevant information.
- **External Resources** - Through the video-link and through the regular use of guest lecturers, experts in a variety of fields integrate into the teaching provision.
- **Extensive IT Facilities** - The ratio of students to computers is approximately 3:1, meaning that in practice a student is never unable to access a machine. Students in relevant courses also have access to audio and video recording equipment and video editing facilities.
- **Access to High Quality Field Sites** – The Campus location in Dumfries means that there is easy access to a wide range of important sites, which illustrate key areas of study in the curriculum.



- **Study Abroad** - All students have the opportunity to complete one semester of study abroad, either at a partner Socrates institution, or at a recognised institution anywhere in the world.
- **Cultural Environment** – The surrounding area is rich in writers and artists, providing students with many opportunities for informal learning.
- **Physical Environment** - The Campus is situated on an award-winning parkland estate, with extensive lawns, attractive sandstone buildings and wide biodiversity.

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (<http://www.gla.ac.uk/services/tls/sls/>), the Student Counselling and Advisory Service (<http://www.gla.ac.uk/services/counselling/>), the Student Disability Service (<http://www.gla.ac.uk/services/studentdisability/>) and the Careers

#### 24. Online Learning:

No

#### 25. Date of approval:

29/09/2016