

ASTON UNIVERSITY

PERIODIC REVIEW AND REVALIDATION OF TAUGHT PROGRAMMES

Template for Self-evaluation Document

Please read the policy paper PERIODIC REVIEW AND REVALIDATION OF TAUGHT PROGRAMMES REG/16/632(1) before completing this form: Appendix 6 of the policy document provides additional information about the factors that contribute to meeting the University Expectations, and the evidence the review Panel will consider.

Any subject area that has recently submitted, or is about to submit, a self-evaluation document as part of an external accreditation exercise may be able to use the same document for internal Periodic Review; subject areas should consult a member of the Quality Team at an early stage to discuss.

A self-evaluation document should be submitted to the Quality Team via the CLIPP Quality Team email address: clipp_quality@aston.ac.uk six weeks prior to the Periodic Review meeting.

1. School:

Life & Health Sciences

2. Subject Group:

Neurosensory Sciences / Audiology

3. Programme/s within scope of the Review, and mode of study if not full-time campus-based:

(the self-evaluation document should cover each distinct programme within the scope of the review and should distinguish between the generic and the programme-specific. Where a programme is being delivered collaboratively with more than one partner and/or at more than one location, the self-evaluation document should distinguish between the generic and specific: the report must for example, be able to provide a commentary on student attainment across the different cohorts).

Award e.g. MSc	Programme title e.g. International Business	Mode of Study (e.g. full- time)	Other Aston School, involved in delivery (if any)	Collaborative partner (if any)
MSc	MSc Clinical Science (Neurosensory Sciences)	P/T	N/A	N/A

4. First point of contact for any queries on the Self-evaluation Document:

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5. Please describe how students and other stakeholders have been involved in preparation for the Periodic Review, in scrutiny of data and compiling the self-evaluation document?

Staff were informed of the impending review in 2016 and it has been tabled at each monthly staff meeting for discussion.

Students, clinical supervisors and the commissioning organisation Health Education England, were informed of the review in Autumn 2016.

All comments and feedback were noted and changes made as appropriate.

6. Periodic Review is expected to take place with reference to the dataset listed to the policy paper PERIODIC REVIEW AND REVALIDATION OF TAUGHT PROGRAMMES REG/16/632(1), Appendix 1. Please indicate below any data that has not been considered or that was unavailable at the time of completion of this report: The Quality Team will use this information to improve the availability of data for future reviews:

Please complete the sections of the template below, evidencing how the programme/subject area meets the Expectations agreed by the University's Learning and Teaching Committee. Where appropriate, relevant University KPIs have been added to each section, and subject areas should comment on the contribution the area is making to achievement of the KPIs.

1. Student Engagement

Expectation:

Students are genuinely involved in a range of activity related to quality management and enhancement and understand the relevant processes.

The programme is a 3 year part-time masters, commissioned by the NHS, aimed at creating a clinical scientist workforce, and is designated as a Scientist Training Programme within the NHS programme Modernising Scientific Careers (MSC) (see 1. Modernising Scientific Careers Curricular in SED evidence). This incorporates both a Masters qualification and a clinical qualification leading to eligibility to register with the Health & Care Professions Council as a clinical scientist. This provides a training programme for three disciplines:

1. Audiology
2. Neurophysiology
3. Ophthalmic & Vision Sciences.

This means that potential students are recruited by the NHS through the National School of Healthcare Science (NSHCS) (<https://www.nshcs.hee.nhs.uk/>). During the application process the trainee chooses their academic provider – either Aston University or the University of Manchester. Information on the programme is provided to the NSHCS and disseminated to employers and students via their website to inform their choice (see 1. NSHCS information for prospective students & employers in SED evidence).

The programme receives a list of students, their employing Trusts, and clinical supervisors in June/ July of each year. Students are then sent an email to inform them that they have been allocated to Aston University and, at that point, they start the on-line admissions and enrolment processes.

Newly recruited students complete the face-to-face enrolment during their first campus attendance at the start of the academic year (see Timetable in LHS PG Student Handbook). During the first week they complete a compulsory On-line Induction Programme which is hosted in LHS PG Student Handbook (see Programme Induction in LHS PG Student Handbook). This introduces them to the programme structure and informs them of the quality management and enhancement systems of Programme Committee meetings, Staff Student Panel meetings and year and personal tutor facilities (see Programme Information in LHS Student Handbook).

Student representatives (two in each year, with approximately 20 students in each year) are appointed during the period they are on campus and they meet their year tutor who collates feedback from them at the end of their initial two and a half weeks attendance on campus. This feedback is then discussed at the first staff meeting following this period and any changes considered (see 1. Staff Meeting Minutes in SED Evidence). Actions and responses to their feedback is then made available to them via LHS PG Student Handbook (see Programme Information in LHS PG Student Handbook).

Similar processes for feedback collection are carried out for 2nd and 3rd students when they attend campus in October, January and April. Year tutors meet the whole group on their first day at campus and discuss the feedback collected by the appointed student representatives for their respective disciplines. The protected time for Staff Student Panel (SSP) meetings is timetabled for each year group and programme administrator generally sends an email to class representatives to collect items in advance of the SSP meeting and prior to students attending the campus. Year tutors collect the feedback on the day, which is discussed at the next staff meeting and responses posted on Blackboard (see as above) (see 1. Staff meeting minutes in SED evidence).

This ensures students are engaged with feedback processes and can quickly see the results of their contribution.

Student representatives are also part of the NSHCS Themed Board meeting. Students from each programme of study appoint a representative to attend the three times a year meetings. The meetings are attended by university staff from each programme, professional body advisors, and other stake-holders (see 1. NSHCS Themed Board minutes in SED evidence).

2. Curriculum

Expectation:

Programme design enables standards to be set, allows students to demonstrate achievement of learning outcomes and meets the University's programme design principles.

University KPI:

Accreditation - % potentially accredited programmes

The programme is accredited by the National School of Healthcare Science

The programme has been written specifically to deliver the NHS Health Education England Modernising Scientific Careers Neurosensory Sciences (MSC) curriculum (see 1. Modernising Scientific Careers Curricular in SED evidence). The learning outcomes have been incorporated into the Programme Specification, Curriculum Map, and Module Descriptors and LHS PG Student Handbook which all demonstrate the ability to deliver a programme that is compliant with MSC principles and aims in order for students to demonstrate achievement of learning outcomes (see LHS PG Student Handbook). Students undertake a common curriculum in stage 1 and have specialist modules in stage 2 and 3 as well as research methods training. The curriculum requires that the research project content is spread over stage 2 and 3. Students have to achieve 60 credits for the dissertation component of a masters' programme so these are made up of Dissertation I: Research Methods (10 credits); Dissertation II: Research Project I (20 credits) where students develop a proposal and protocol, and Dissertation III: Research Project II (30 credits) where they carry out the project and write it up for submission. This process makes projects more manageable in relation to NHS ethics and governance requirements. There are 4 parts to the academic programme (see diagram below):

1. Healthcare science
2. Specialist knowledge and skills
3. Professional practice
4. Research skills.

Year 3 Specialist Practice	Healthcare Science Specialist Learning with integrated Professional Practice [30]		Research Project Students would usually begin a work based research project in Year 2 and complete the project in Year 3 [30]
	Specialism		
Year 2 Specialist Practice	Research Methods [10]	Healthcare Science Specialist Learning with integrated Professional Practice [20]	Research Project Students would usually begin a work based research project in Year 2 and complete the project in Year 3 [30]
	Generic	Specialism	
Year 1 Core Modules	Healthcare Science Integrating science and Professional Practice [20]	Healthcare Science Integrating underpinning knowledge required for each rotational element with Professional Practice [40]	
	Generic	Division/Theme	

Changes to curriculum content are identified by MSC with implementation led by the National School of Healthcare Science in collaboration with other stakeholders, including the University (see SED section 7). Implementation follows the University's quality processes. Programme accreditation places significant emphasis on public involvement in the MSc programmes, including engagement in curriculum development, leading to a greater emphasis on the role of communication skills in healthcare students' development (see SED section 7 for more information).

The programme uses a blended learning structure so all theoretical material should be available to students via Blackboard. The materials are normally made available to them from the start of term as different students will require different elements of their learning depending upon their clinical training. Students are provided with study guides in year 1 to structure their learning as well as an assessment deadlines matrix for year 1 & 2 to support them to develop independent learning skills (see 2. Study guides & deadline matrix in SED evidence). When students attend campus they have a range of lectures, seminars, tutorials with an emphasis on application of learning to enhance the transfer of theory into practice.

In line with university curriculum redesign requirements identified in 2013, module specifications were reviewed for the 2015-16 cohort. The following principles were considered and applied where appropriate and feasible, given the required MSC curriculum and structure:

Principle: 4 or less learning outcomes.

Principle: no more than two pieces of assessment for any module.

Principle: no more than 2,000 words (or equivalent) of assessment per 10 credits within a module.

Principle: 10 credit modules should be an exception not a norm.

A link to the Programme Specification and information on how to access module descriptors can be found in the LHS PG Student Handbook (see Programme Information in LHS PG Student Handbook).

A wide range of assessments are used to meet different student needs. Assessments are spread through the first year and introduced early so students know what is expected and staff can see how they are managing the transition to post-graduate learning. The assessment summary identifies how assessments are aligned to module outcomes (see 2. MSc Clinical Science (Neurosensory Sciences) Assessment Strategy & Assessment Summary in SED evidence). Assessment requirements and more information on assessment can be found in LHS PG Student Handbook (see Coursework & Exams in LHS PG Student Handbook). Marking schemes for specific piece of coursework are included in each module folder on BB (see 2. Sample marking schemes in SED evidence). Anonymised marking through Turnitin is used for assessment. Coursework submitted for two of the three Dissertation modules is second marked – this includes the proposal, protocol and final project submission. All other work is moderated (see 2. Moderating form in SED evidence) and work with written feedback, provided via Turnitin, is returned to students within 4 weeks of submission. It is recognised that students struggle to utilise feedback so in 2016 a Reflection, Reaction & Action form has been developed in conjunction with Dr Robert Nash (psychology) to facilitate students in improving their work (see 2. Sample RRAs in SED evidence).

Aston University entered a competitive tendering process for the award of the programme. This requires annual maintenance of an accredited status. The programme is accredited by the National School of Healthcare Science (see 2. NSHCS Accreditation in SED evidence).

3. Admissions and Recruitment

Expectation:

Admissions and Recruitment – there is a market for the programmes, the programmes are able to recruit a sufficient number of suitably qualified students from a diverse range of backgrounds and are recruiting to target.

University KPIs:

Widening participation - % UGs from lower socio economic backgrounds – SEC 4, 5, 6, 7	N/A
Widening participation - % UGs from State Schools	N/A

UG entry grades – average tariff point score	N/A
Proportion of students from outside the UK	N/A

The University is not responsible for recruitment of the students. As it is an NHS commissioned programme, recruitment is managed centrally by the National School of Healthcare Science (<https://www.nshcs.hee.nhs.uk/>). The NSCHCS determines the number of commissioned places in collaboration with NHS employers. Commissioning identified we would be allocated approximately 20 students annually across the 3 neurosensory disciplines (see [Subject & Programme Data – Statistical Data](#)). It is anticipated that this commissioning structure will continue until 2020 (see [3. MSc Clinical Science \(Neurosensory Sciences\) Overview 2016 in SED evidence](#)).

Unfortunately the Ophthalmic & Vision Science strand has never recruited strongly as there has been a lack of development of this role within the NHS. 2 students were recruited into the stage 1 in 2011; with 3 students transferring to stage 2 from the University of Manchester in 2014. Aston is committed to provide the vision pathway as long as the number of students is sufficient for an adequate learning environment and to be economically viable. This decision was based on the implications on the student experience if only a small number are within the cohort and also issues regarding the role within NHS practice.

Initially, more audiology student places were commissioned with a smaller number of neurophysiology students. However, neurophysiology numbers are growing as the programme has very strong links with the professional body leading to preferential selection of Aston University. Audiology numbers have become smaller, partly because of some commissioning anomalies leading to a fall in total numbers, but also as the NSHCS balances the numbers across the two providers to ensure viable programmes.

The programme is advertised via the NHS jobs website and New Scientist in January of each year. Students apply to the NSHCS and are then employed as trainees in the NHS on a three programme which includes the 3 year part-time MSc.

Members of the teaching team are involved in an electronic short-listing process hosted by the NSHCS and also attend interviews conducted in April of each year. Successful applicants are offered a trainee post by the NSHCS. Links to the MSc programme are available from the National School of Healthcare Science website (see [1. NSHCS information for prospective students & employers in SED evidence](#)).

Once the candidates are shortlisted by NSHCS, the HEI's are sent a list of student names, their work based supervisors and the NHS training trust details. The admissions team at Aston emails the selected candidates. The welcome email explains the admission process that includes an online link to apply to the programme. Students complete the electronic enrolment by completing the personal details, uploading the relevant documents and photograph. Online enrolment provides students' username and password for 'My Aston Portal' and also for later use with Blackboard when fully enrolled. Face to Face enrolment and verification of documents/qualifications occurs during their first week attendance at Aston.

Entry Requirements:

These are set by NSHCS and admissions team ensures that applicants' qualifications meet the criteria as set out by Aston's general regulations for postgraduate taught programmes. A first or upper second class honours degree or equivalent in a Life Sciences based subject e.g. chemistry, biochemistry, pharmacy, pharmaceutical technology, chemical engineering, pharmacology, physiology, physical science subject is required or, when outside the UK, a degree or qualification deemed to be at least of equivalent standing.

Prospective candidates who are not sure whether or not their qualifications will be acceptable email the admissions tutor for guidance, who may occasionally direct them to NSHCS recruiting team for further guidance and clarification. Examples include a candidate with a 2.2 degree classification and/or a candidate who has national diploma as their base qualification, typically an in-service NHS candidate supported by their employer. Waiver of regulations are requested in certain instances where the team and the candidate have a strong case. Standard Aston RPL processes are applied when required.

Students working in the NHS in Scotland, Wales, Northern Ireland can apply directly to the programme, but require the same training contract as for England. Applicants from the above regions of the UK apply to the programme directly. The same processes to the English NHS commissioned route are followed with the only difference being that the fee is directly paid by the employing NHS trust from these regions.

4. Placements

Expectation:

Placements – students are successful in gaining rewarding placements and the subject area is meeting its placement targets.

University KPI:

% students taking placement, pre-registration year or equivalent experience	100% of students are employed in clinical practice in the NHS
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Students are required to be in full-time employment in the NHS on a three year training contract. The university is responsible for provision of the academic content to support student learning. It is not responsible for practical or competency development or assessment. This aspect of the programme is managed by the National School of Healthcare Science.

However, during the training period students are required to have an allocated clinical supervisor / training officer within their NHS department. This person ensures the student has access to appropriate learning opportunities during the programme. The programme administrator contacts the clinical supervisors in September and provides them with information on the Blackboard access and on what is expected of their role. Students also confirm who has this responsibility when they complete the compulsory on-line induction via Blackboard and are requested to inform the programme of any changes that might occur (see [Programme Induction – Neurosensory Sciences in LHS PG Student Handbook](#)). Students also undertake a clinically based research project during the programme and will also have an Aston academic research supervisor.

The University has a tripartite agreement with the NSHCS, student and supervisor to ensure appropriate sharing of information to support the student (see [4. Tripartite Agreement in SED evidence](#)).

Aston University conducts two update meetings each year for work based supervisors supporting students on the programme. The first introductory meeting usually is in October and is meant for work based supervisors who are new to supervision. The aim of the session is to make sure they are aware of the role of the university and the support provided to supervisors and students.

The second update meeting in June is aimed at supervisors who have been in the role for some time and are preparing towards the next stage of supervising research projects and specialist areas of their discipline. This is an opportunity for supervisors to obtain information about research, governance and ethical issues involved. They are also provided with the content information, feedback and assessment methods used in specialist modules of year 2 and 3 of STP (Neurosensory science) respectively. Feedback is obtained from supervisors after such events (see [LHS Supervisors' Resources in BB – Post-Graduate Supervisor Meetings / October introductory meeting 19.10.16 / Supervisor meeting feedback 19.10.16](#)).

Supervisors are able to view all teaching materials via Blackboard. They also have a dedicated Blackboard site to support their supervisory role (see [LHS Supervisors' Resources on Blackboard](#)).

5. Employability

Expectation:

The subject area is meeting agreed benchmark targets for student employability as agreed with the Head of Careers.

University KPI:

<p>% of graduates in positive destinations</p>	<p>All students are in employment in clinical practice in the NHS</p>
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As this is a commissioned programme, many students go onto substantive NHS contracts on completion (see [Subject & Programme Data – Statistical Data](#)). The National School of Healthcare Science has commissioned a project to identify destination information for all MSC Scientist Training Programmes but this is not yet available.

6. Student Satisfaction

Expectation:

Students have a high degree of satisfaction with their programmes and student satisfaction is meeting University targets.

University KPIs:

National Student Survey – Teaching Quality National Student Survey – Student Experience	N/A N/A
International Student Barometer rankings top 10 for employability, careers advice, student advice	N/A
Postgraduate Taught: % students very satisfied/fairly satisfied with the quality of their course	Sector upper quartile

Students attend campus in blocks at the start of each academic term to introduce them to the content which will be available to them via Blackboard (see [Timetable in LHS PG Student Handbook](#)).

The teaching and learning materials are available electronically via Blackboard from the start of each academic year so that it is available to be used flexibly with students, dependent upon their workplace-based learning (see section 2 of this document).

Information on student feedback processes is provided in Section 1 of this document.

Module feedback is obtained via the university's internal system ([Subject & Programme Data – Module Evaluation Results](#)) and this is then used to inform Annual Monitoring returns ([Subject & Programme Data – Annual Monitoring & Review Reports](#)).

Providing appropriate responses to concerns raised by small cohorts can be challenging, and this is compounded by the challenges of providing a programme which is part of an accredited training structure. However, regular meetings with students when they are on campus help ensure any changes are discussed and communicated with students. Meetings with clinical supervisors and representatives from the National School of Healthcare Science also enables us to respond to concerns and the relationship is supported by the tripartite agreement (see 4. [Tripartite Agreement in SED evidence](#)).

PTES results first became available to the programme in 2015. PTES results for 2016 have been disappointing but an action plan has been developed to address a range of identified issues ([Subject & Programme Data – PTES results & action plan](#)).

No formal complaints have been received from students.

7. Stakeholder Feedback**Expectation:**

The subject area is responsive to stakeholder feedback.

The programme obtains feedback from a number of key stakeholders, with well-developed methods for responses and implementation of improvements.

Key stakeholders are:

1. Health Education England (HEE)

The programme has been written specifically to deliver the NHS Health Education England Modernising Scientific Careers Neurosensory Sciences (MSC) curriculum (see 1. [Modernising Scientific Careers Curricular in SED evidence](#)). The learning outcomes have been incorporated into the Programme Specification, Curriculum Map, and Module Descriptors and LHS PG Student Handbook which all demonstrate the ability to deliver a programme that is compliant with MSC principles and aims. Changes to curriculum content are identified by MSC, in collaboration with professional bodies, and with implementation led by the National School of Healthcare Science in collaboration with other stakeholders, including the University.

2. Health Education England (HEE)

This organisation is responsible for management of the NHS contract with the university. Contract review meetings are held three times a year (see 7. [Contract review meeting – presentation in SED evidence & Subject & Programme Data – Employer Feedback](#)). Feedback is acted upon in line with contractual requirements.

3. National School of Healthcare Science (NSHCS)

This organisation is responsible for ensuring programmes meet accreditation requirements which were developed by MSC (see 2. [NSHCS Accreditation in SED evidence](#)). Feedback from accreditation meetings is acted upon to maintain this status.

The NSHCS also holds meetings three times a year with all stakeholders to discuss any issues relating to programme development and delivery. All stakeholders, including university staff from each programme, professional body advisors, and student representatives, attend (see 1. [NSHCS Themed Board minutes in SED evidence](#)).

4. Employers

Students are employed on NHS training contracts within individual NHS Trust organisations. Each student is allocated a training supervisor who is responsible for ensuring the competency components of the Scientist Training Programme are delivered.

The University has a tripartite agreement with the NSHCS, student and supervisor to ensure appropriate sharing of information to support the student (see 4. [Tripartite Agreement in SED evidence](#)). Communication and feedback with employers is normally via student supervisors and different members of staff, dependent upon the issues raised e.g. programme director, personal tutor, project supervisor, etc. Concerns and queries are managed through formal programme processes, e.g. Programme Committee Meetings, Staff Student Panels, personal tutor meetings etc.

Supervisors are offered two annual training events at Aston and are able to view all teaching materials via Blackboard. These training days are sought after as it supports supervisors in supporting their trainees effectively. On average 15 supervisors attend each meeting. The first meeting is for supervisors new to the programme and supervision and the second meeting is meant for supervisors with a bit more experience of supervision and/or supervisors supervising research projects. Feedback from the most recent event was collected to identify areas for improvement (see 7. [Supervisor Feedback in SED evidence](#)). They also have a dedicated Blackboard site to support their supervisory role (see [LHS Supervisors' Resources on Blackboard](#)). Communication with supervisors is via Blackboard announcements and they can contact the programme via a dedicated email address lhspgn@aston.ac.uk.

5. Students

Student representatives are appointed during the period they are on campus and they meet their year tutor who collates feedback from them at the end of the two and a half weeks. This feedback is then discussed at the first staff meeting following this period and any changes considered (see 1. [Staff Meeting Minutes in SED Evidence](#)). Actions and responses to their feedback is then made available to them via LHS PG Student Handbook (see [Programme Information in LHS PG Student Handbook](#)).

Similar processes for feedback collection are carried out for 2nd and 3rd students when they attend campus in October, January and April. Year tutors meet the whole group on their first day at campus and discuss the feedback collected by the appointed student representatives for their respective disciplines. The protected time for Staff Student Panel (SSP) meetings is timetabled for each year group and programme administrator generally sends an email to class representatives to collect items in advance of the SSP meeting and prior to students attending the campus. Year tutors collect the feedback on the day, which is discussed at the next staff meeting and responses posted on Blackboard (see as above).

Collation of feedback and actions taken is then reviewed at the termly Programme Committee meetings ([Subject & Programme Data – Programme Committee meeting minutes](#)).

6. Members of the public

Healthcare science programmes accredited as meeting the requirements of Modernising Scientific Careers are required to demonstrate service user engagement at all levels of programme delivery – curriculum, teaching, learning and assessment. In 2014 we held 2 events to find out what members of the public thought were core skills for healthcare students which identified the curriculum requirement that students are able to demonstrate effective communication skills (see 7. [Public Involvement in Healthcare in SED evidence](#)). Since then we have formed the Aston Public Involvement Forum to integrate the systematic teaching and assessment of communication skills within healthcare programmes in the School (see 7. [Working Together Aston Public Involvement Forum Terms of Reference and Working Together Participant Feedback in SED evidence](#)). This is in its early stages of development but the Audiology programmes have recruited two members of the public to sit on the Forum as well as others who are engaged in supporting other areas of activity. Feedback from members of the public will enhance the teaching, learning and assessment of communication skills within programmes. Clinical supervisors have also been provided with training resources to support them in obtaining feedback from patients to inform this aspect of competency development (see [Public Involvement – Learning Communication Skills from Patients in LHS Supervisors' Resources](#)).

8. Student attainment

Expectation:

Student outcomes meet University targets.

University KPIs:

Continuation rates % full-time first degree entrants who continue in HE to next year	N/A
% Students studying a foreign language	N/A
% 1st/2i degrees awarded ¹	N/A

The programme has low attrition and high completion rates. Small cohort numbers make it difficult to identify differences in final degree outcomes. 2 academic appeals were made in 2015-16 and upheld.

For evidence of awards see [Subject & Programme Data – Statistical Data](#).

Only 27 students of the total of 107 for cohorts from 2011 (75%) to date do not give an ethnicity of White-British. This is slightly better than the ethnic breakdown of the NHS workforce with 84% White-British staff but is concerning in that it potentially continues to perpetuate the chronic lack of non-white staff in senior positions (NHS England (2015) Briefing for NHS Boards on the NHW Workforce Race Equality. Available from <https://www.england.nhs.uk/wp-content/uploads/2015/10/wres-nhs-board-bulletin.pdf>. Accessed 4th Feb 2016).

9. Governance and quality assurance and enhancement

Expectation:

Governance and quality assurance processes ensure that standards are secure and that there is an expectation of continuous improvement: the subject area has addressed, or has plans in place to address, the areas of focus identified in University KPIs.

University KPIs:

Percentage of recognised staff who are a HEA fellow	95%
Percentage of international faculty	N/A

¹ Programme teams are specifically asked to comment on any changes to the proportion of final degree classifications awarded compared to the previous two academic years in order to monitor the impact of changes to the University policy on borderline candidates: a small increase in awards with higher classifications is expected compared to 2013/14 owing to two systems for borderline classifications running in parallel in some programme areas between 2014/15 and 2017/18 (Regulation Sub-committee, 1 August 2016)

Governance and quality assurance is managed by the normal university quality processes (see Subject & Programme Data – Programme & Module Specifications; Annual monitoring and review reports; external examiner reports and responses; SSP minutes; Programme Committee meeting minutes, Structure Chart).

Continual improvement is also monitored through the commissioning and accreditation arrangements (see 2. NSHCS Accreditation in SED evidence) and (Subject & Programme Data – Employer Feedback).

Currently the following staff are HEA fellows:

Principal Fellow – Professor James Wolffsohn

Senior Fellows – Wahid Zaman, Amanda Casey & Dr Olivia Hunt, with three more in progress – Rosemary Monk, Emma Wilson and Sarah Riches

Fellows – Scott Richards, Dr Mark Dunne, and Dr Nicola Logan

Applicants to fellowship – Dr Helen Pryce & newly appointed staff member Dr Amanda Hall

Professors Paul Furlong and Stefano Seri are not fellows, but as they sit within the Department of Psychology, their requirement to be recognised as fellows will fall within that department's remit.

10. Information

Expectation:

Published information for the intended audience about the programme(s) is fit for purpose, accessible and trustworthy.

The programme has been written specifically to deliver the NHS Modernising Scientific Careers Neurosensory Sciences (MSC) curriculum (see 1. Modernising Scientific Careers Curricular in SED evidence) so the curriculum content is in the public domain. Further information on the programmes and application process can be found on the National School of Healthcare Science website (see 10. NSHCS information on Scientist Training Programme).

The programme is advertised on the University website according to current policy requirements: (Subject & Programme Data – On-line prospectus).

(Where appropriate)

11. Collaborative Provision

Expectation:

The management of collaborative provision is effective

N/A