UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	18-May-2026
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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Health and Wellbeing		
Course Code(s):	HW065P01UM HW065P31UM	Full-time Part-time	1 Years 2 Years
Course Title:	MSc Health and Social Care		
Hierarchy of Awards:	Master of Science Health and Social Care Postgraduate Diploma Health and Social Care Postgraduate Certificate Health and Social Care University Statement of Credit Health and Social Care		
Language of Study:	English		
Date of DAG approval:	05/Oct/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	Philip Hoppner
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

The vision of the programme is to develop skilled and competent practitioners, who will make a difference in the lives of individuals, families and communities and shape the current and future social care professions.

Offering contemporary modules that develop awareness, skills and understanding of people and social care practice. Foster the experiences, passions, and talents of our students and inspire and develop leadership skills and qualities amongst our students, whilst creating opportunities. Develop critical awareness of society and practice, to cultivate articulate and reflective practitioners.

To do this, the programme will offer innovative modules that:

1. Encourage participative learning
1. Reflect the current health and social care sector
1. Embed an underpinning philosophy and values of professional practice
1. Integrate research, theory and practice
1. Offer opportunities to develop experience and skills in practice settings
1. Involve current professionals form the HSC sector in design and teaching
1. Enhance and connect students to professional networks

The programme is vocationally focused, offering students the opportunity to develop specialisms in particular areas of practice and research, to enhance their future career options. Teaching staff will bring a wealth of experience in health and social care both professionally and academically. Assessments will have a vocational focus, in order to develop essential presenting and reporting skills. The programme also offers a supportive learning environment, to enable students to successfully navigate postgraduate study.

Educational Aims of the Course:

Intakes:

October

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2022/3	H	Full Time	£7995.00
2022/3	Overseas	Full Time	£14450.00
2023/4	H	Full Time	£8395.00
2023/4	Overseas	Full Time	£15450.00
2024/5	H	Full Time	£8815.00
2024/5	Overseas	Full Time	£15950.00
2025/6	H	Full Time	£9088.00
2025/6	Overseas	Full Time	£16950.00
2026/7	H	Full Time	£
2026/7	Overseas	Full Time	£18645.00

PSRB:

None

Course Structure:

October (Full-time)

Module	Title	Credits	Period	Type
7SH009	Preparing for Postgraduate Study	0	INYR	Core
7SH005	Contemporary Issues in Health and Social Care	30	INYR	Core
7SH004	Research	60	CRYRA	Core
7SH006	The Emotionally Intelligent Practitioner	30	INYR	Core
7SH008	Psychologically Informed Practice	30	INYR	Core
7SH007	Leading and Managing with Head and Heart	30	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

QAA Subject Benchmark Health Studies Subject Benchmark Statement - Health Studies

QAA Subject Benchmark Social Policy Subject Benchmark Statement: Social Policy

National Occupational Standards overview | Skills for Health

Standards of conduct, performance and ethics | The HCPC

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Critical evaluate and apply current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice (Knowing)	
PGCERT02 Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing)	
PGCERT03 Make informed decisions on complex issues and communicate your conclusions clearly to different audiences. (Doing)	
PGCERT04 Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level. (Doing)	
PGCERT05 Critically analyse, identify and utilise various study methods to improve your own performance. (Being)	
PGCERT06 Reflect on your own achievements, identify future goals and plan for a further career or study (Being)	
PGDIP01 Demonstrate critical evaluation of current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice. Show how you have applied this knowledge in original and insightful ways. (Knowing)	
PGDIP02 Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing)	
PGDIP03 Make informed decisions on complex issues and communicate your conclusions clearly to different audiences employing discipline conventions and expectations. (Doing)	
PGDIP04 Demonstrate self-direction and originality in tackling and solving problems, acting independently and autonomously in planning and implementing tasks at a professional or equivalent level. (Doing)	
PGDIP05 Critically analyse, identify and utilise various study methods to improve your own performance. (Being)	
PGDIP06 Reflect on your own achievements and plan for a future career or further study (Being)	
MA01 Demonstrate a systematic and critical understanding of forefront knowledge, contemporary policy, and underpinning theories in health and social care, and apply these insights to complex and diverse practice contexts. (Knowing)	

Learning Outcomes	Modules
MA02 Plan, conduct and critically evaluate independent research and enquiry, drawing on advanced academic and analytical skills to generate knowledge that informs equitable and evidence-based practice. (Knowing)	
MA03 Apply advanced professional skills to address complex, uncertain and ethically challenging situations in health and social care, making sound, person-centred judgements and communicating effectively with a range of stakeholders. (Doing)	
MA04 Exercise autonomy, creativity and leadership in planning, initiating and delivering projects, interventions and service improvements that enhance outcomes for individuals, families and communities. (Doing)	
MA05 Demonstrate emotionally intelligent, reflective and ethically grounded professional practice, taking personal responsibility for decision-making in complex and unpredictable situations. (Being)	
MA06 Develop and sustain a critically informed professional identity rooted in anti-oppressive values and actively engage in ongoing personal and professional development to enhance practice and service quality. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The programme is designed and structured to develop students' confidence and awareness of perspectives, theories and practice of health and social care. Our aim is to develop informed practitioners, with a refined set of transferable skills. All modules are practice focused, with input from HSC professionals and teaching team.

There is a developmental link between each of the modules – the initial module, preparing for postgraduate study, sets the scene and prepares the students for studying at Level 7. This includes several study skills sessions that help the students to understand the context of health and social care in the UK. The initial modules build a base, for the students to deepen their knowledge and understanding of health and social care and widens their awareness of postgraduate level of study. Contemporary issues in health and social care will be explored, which aims to broaden students' awareness of the sector and to identify specific issues in current practice.

Students will be informed about their topic for the research module and can choose between a work-based project or a research study. Students will have a designated supervisor and receive monthly supervisions. The third module considers emotionally intelligent practice, which offers students opportunities to reflect on their own experiences in the field. Opportunities for volunteering will be introduced through a professional marketplace and links to a range of professionals.

A variety of approaches to teaching and learning are utilised in the classroom, to facilitate and develop key skills and confidence. Sessions are built on an ethos of experiential learning, in which students are encouraged to participate and be active. Flipped classroom activities, group work, videos, guest lectures, question and answer sessions are all utilised – for example the leadership module, students participate in a role play in which they act out a scenario of change within an organisation.

Technology is utilised throughout the programme to foster learning and create specialisms in professional practice areas. A unique part of the programme is being able to access recorded interviews with health and social care professionals from different backgrounds – leadership, adult mental health, youth work, asset-based community development, counselling, social housing, homelessness – as well as academic researchers on topics such as complementary therapies, physical activity, obesity, social and health policy. These can be accessed at any time, as we promote flexible learning. As preparation for the programme, the initial module will work with the library and Academic Skills teams, running workshops to develop students study skills, including use of IT and AI.

Part time students will be offered a hybrid route, on which they will participate in monthly study groups, monthly 1-1 tutorials and utilise online learning resources.

Assessment Methods/Assessments:

Assessments on the programme are varied and designed to test a range of transferable skills. Each module has a unique form of assessment – report writing, recorded interview, poster presentation, reflective writing, as well as the traditional dissertation. All the modules have a clear set of learning aims and outcomes, as well as a well-defined brief to explain expectations and give students clarity in what they are trying to achieve. There will be support sessions to go through these briefs, so students are confident in understanding what they need to do.

Students will study one module at a time, which will enable to them to sustain a balanced workload. Assignments will be built throughout each module, and assessments will come immediately after the teaching finishes, with students having a week to concentrate solely on this one task.

Throughout each module, students will be prepared for assessment in a number of ways – they will have opportunities to undertake a range of specific tasks, designed to develop critical thinking and analysis, for example in the Leadership module, students are asked to observe someone in a position of leadership and relate this to a variety of articles/theories from the taught session; each teaching session also ends with a reflection on an article and students can have feedback from teaching staff too; and there is a roleplay which students participate in and which brings the assignment to life. The programme offers opportunities for assignment feedback and 1-1 support, throughout each module. Assessment videos will also be provided.

The design of each module is around participative learning and a problem-solving approach, which encourages students to develop as adaptive and critical thinkers. As well as choosing their own topics of interest, students will be asked to create their own HSC organisation and organise an event to promote it. In class there will be reading tasks in which they have to summarise and present articles, so that they gain confidence in researching and identifying areas to specialise in.

Further Information for Student:

Transition Support:

The programme begins with a preparation for level 7 module, that prepares students for the demands of studying on a UK based Master's degree programme at the University of Wolverhampton. There is a mixture of team building, academic skills and career development sessions. We work closely with the University's Library and Academic Skills teams to offer ongoing support to students. The Programme also offers students regular contact with the success hub, whose holistic support enables students to access services that promote healthy participation on the course.

Modules are designed to encourage students to be active and self-directed in their learning. In class learning activities and weekly reflections foster a culture of participation, which build up students' confidence. Regular coaching and feedback from these activities prepares students for successful completion of assignments

Assignment briefs are clear and concise, designed to have a vocational focus. A range of approaches for assessment equip students to develop and practice a wide range of transferable skills. The curriculum explores professional practice in Health and Social Care, using research and theory to deepen students' understanding and awareness.

Working closely with the University Careers' Team, also introduced, students to a range of organisations and practitioners from the field of health and social care through a careers fair and guest lectures. Opportunities for placements and visits will be supported, which will enhance their understanding professional practice and ability to work in the Health and Social Care sector. Support during placement is provided by placement agencies, programme staff and the University Chaplaincy.

A community culture is built up, through weekly check-ins and regular 1-1 sessions. Feedback from students is part of this culture and helps shape and develop the programme. This current revalidation is based on regular conversations with students over the past 12 months. Last year's cohort produced a video, talking about their experiences and have acted as mentors to the new cohort.

Student Support:

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

The course and curriculum have a contemporary outlook, that is shaped by several interconnected factors:

An awareness of developments in policy and practice. Teaching staff bring close working relations with professionals and agencies from the HSC sector. They also are involved in the sector in several external roles - for example chairing a Board of Directors of a community services charity; delivering a training day for a mental health charity. External professionals are involved in the programme, as curriculum advisors and as guest lecturers. External professionals give feedback on the revalidation and will continue to be invited to do so as the course develops; A catalogue of interviews with external professionals is being developed as a key resource for the course.

Staff actively involved in current research in the field of HSC will support students, such as collating the latest literature on contemporary topics in HSC. Identifying useful links for students to access contemporary academic thinkers and writers, this has been especially important for both the leadership and mental health modules.

Teaching staff have an awareness of what other similar courses are offering across the country – staff operate as External Examiners at different universities and liaise with the current EE for the programme. The programme will be reviewed every three years, as part of a development process that will culminate in revalidation.

This real-world knowledge, experience and awareness will enrich the curriculum and enable the programme to be vocationally focused. Our aim and focus are to develop emotionally intelligent practitioners, and this has been one of the key questions for each module design – how are we preparing students for practice?

Personalisation Opportunities:

As a vocationally focused programme, students will have various opportunities to develop their interests and passions and to deepen their understanding of the contexts of their own experiences. All modules offer a breadth of learning in terms of topics, perspectives and professional practice. At the beginning of the programme, the preparation period will entail the students setting out their goals and hopes for the programme, which will be reviewed and developed throughout the course.

Consultations with students revealed their desire to learn more about leadership (UK based students) and health and social care in the UK (international students). The international students talked about wanting to work in the UK and to transfer their experience and learning to different international contexts. This initial module will help students to place the programme into a UK setting and global perspectives are also embedded throughout each of the modules – for example the mental health module explores the concept through an international lens and introduces research and literature from across the globe. Similarly, the leadership module introduces a variety of perspectives (race, gender, global, post heroic) to develop students understanding, analysis and critical writing skills, to lead and mange more compassionately and strategically. The part time route is more in designed to be in tune with the personal and professional lives of UK based students, especially as we want to target existing practitioners – they will have a monthly study group and 1-1 tutorial, alongside online resources.

Reflective spaces are created throughout each module, for example, Module 3 is about their development as an emotionally intelligent practitioner, which creates space for the students to reflect on their development and interactions with others. The Leadership module also creates a reflective environment to think about self and growth, with the students using specific leadership theories to reflect on their own skills and talents. Each of the modules will enable the students to reflect on their personal professional journeys – with the Emotionally Intelligent Practice module, is focused on self-reflection with practical tasks like a self-assessment alongside an interview scenario and creating a LinkedIn profile.

The programme aims to broaden students' awareness of what health and social care is and what career development opportunities there are. Throughout the programme there will be input from professionals from the health and social care sector and opportunities for students to volunteer with organisations will be opened up. We have created an opportunity with the Office of the West Midlands Regional Mayor to develop an organisational network with the Officer for Homelessness.

Employability in the Curriculum/Employability and Professional Development:

The purpose of this programme is to develop effective practitioners, who are ready for the demands and challenges of the contemporary world of health and social care. We want to develop professionals, who are skilled and knowledgeable specialists in practice. Support for each student in their growth and progression, is the fundamental basis of how this programme is designed.

The programme aims to widen students' perspectives on the HSC sector and the opportunities that there are to develop a career. From the beginning, the initial orientation module offers a careers fair, to introduce the students to a range of professionals and agencies from the HSC sector. This approach will continue throughout each module, as the programme creates opportunities for students to widen their professional networks.

The course also fosters a culture of reflection and students will be asked to consider and write about the impact of each module, as well as their goals for the future. Embedded in the programme will be reflective materials and spaces, to regularly consider learning from each module. Initially the students are asked to put together a development plan, as part of their preparation, which will be regularly reviewed throughout the programme with members of the programme team.

Each module has a vocational focus, in terms of fostering practical skills alongside academic understanding. Transferable competencies such as interpersonal skills, reflection, leading and managing people, planning, research, report writing, presenting, public speaking, group work, setting up a LinkedIn profile, will all be incorporated into the week-to-week curriculum.

Developing practitioners that are intelligent and compassionate, is the underlying ethos of the MSc, which runs through the curriculum. The programme has specific practice modules that will deepen the students' understanding of what professional practice and occupational standards entail. These modules will also engage students in learning activities that aim to develop the professionally in terms of practice that is emotional intelligent, psychologically informed, anti-oppressive and person centred. The programme also encourages students to become more self-aware and understand their own self-care. Students will also put together a LinkedIn profile as part of this module, and participate in an assessment centre, to enhance their career search and identify their gifts, skills and talents.

Students will be encouraged to seek out professional coaching and advice - there will be regular opportunities to meet with the University Careers Team, as well as 1-1s with the Programme Lead and Success hub, to discuss their professional development. Support from the University Careers Team will include CV writing, interviews and accessing information about volunteering opportunities.

