Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW058W01UV HW058W31UV	Full-time Part-time	1 Years 1 Years
Course Title:	MSc Health and Wellbeing (Top-up)		
Hierarchy of Awards:	Master of Science Health and Wellbeing (Top-up)		
Language of Study:	English		
Date of DAG approval:	30/Jun/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Peter Collins
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	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

The minimum academic entry requirement is 120 level 7 credits or a completed Post-graduate Diploma at level 7 (Master's level) in any health, welfare or social care related discipline. These credits or your Diploma must have been fully completed and agreed by an examination board before starting this course.

Previous qualifications will need to cover Research Methods or you may need to complete this before applying for the MSc course. If you have not studied Research Methods in your previous PG Diploma or an equivalent within the past 5 years, you will need to take the Advanced Research Skills module 7HW012 as an associate student before you can apply for the MSc Health and Wellbeing (Top-up course), in order to progress to the Research Dissertation (7HW139).

If English is not your first language you will need to have a TOEFL score of 550 or above, or an IELTS score of 6.5 or above, or evidence of English proficiency equivalent to these scores

This course is not available to students requiring a Tier 4 student visa.

Distinctive Features of the Course:

This course aims to meet professional development needs in the health, welfare and social care sectors, which are undergoing significant transformation and change. With health and social care being at the forefront, and a growing research profile:

- You can tailor your experience on the course to your own specific learning needs, by choosing to focus your major independent study project (the research dissertation) on a topic area that is most relevant and important to you and your career in health, welfare or social care.
- You will be supported by a friendly, helpful and student-focused team of academic staff
- There will be opportunities for inter-disciplinary learning; inter-disciplinary working is vital to employment within the increasingly integrated health, welfare and social care arena.
- The programme is delivered by subject specialists who are involved in significant advisory roles and research within health and social care locally, regionally and nationally, and who participate in national communities of practice, developing and sharing expertise across the UK.
- As a part of your dissertation module, you will be assigned an academic supervisor, who will provide you with bespoke support for your research project.
- Should you wish to publish your research dissertation study, you will be guided and supported by experienced, research-active academic staff.

With the university's growing research profile, you will be supported in accessing employment and / further research.

Educational Aims of the Course:

The MSc Health and Wellbeing (Top up) programme has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

QAA UK Quality Code for Higher Education -

www.qaa.ac.uk/quality-code

QAA Master's Degree Characteristics Feb 2020

https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12

QAA Subject Benchmark Statements -

www.qaa.ac.uk/en/quality-code/subject-benchmark-statements (https://www.qaa.ac.uk/en/quality-

code/subject-benchmark-statements)

QAA Subject Benchmark Statement Health Studies (2019)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4

QAA Qualifications and Credit Frameworks -

www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

University Policies and Regulations (https://www.wlv.ac.uk/about-us/governance/legalinformation/policies-and-regulations/academic-regulations/)

Department of Health and Social Care (2021) The Future of Health and Care
https://www.gov.uk/government/speeches/the-future-of-health-and-care

NHS long-term plan (DoH 2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf

Preparing the healthcare workforce to deliver the digital future (HEE 2019) https://topol.hee.nhs.uk/

The UK Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (January 2018)

https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8

Quality Unit Subject Guides and Validation Guide

University Policies and Regulations

(University of Wolverhampton's Policies and Regulations, including for example: the Graduate Attributes Framework; Employability Framework and the Inclusivity Framework)

Wider Reference Points

NHS long-term plan (DoH 2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf

Preparing the healthcare workforce to deliver the digital future (HEE 2019) https://topol.hee.nhs.uk/

UK legislation Equality Act (2010)

Department of Health & Social Care: Policy Paper - Integration and innovation: working together to improve health and social care for all (February 2021) https://www.gov.uk/government/publications/working-together-to-improve-health-and-social-care-for-all/integration-and-innovation-working-together-to-improve-health-and-social-care-for-all-html-version

Public Health England Strategic Plan 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strate25__Executive_Summary.pdf

Statement of common purpose for subject benchmark statements for the health and social care professions 2006 https://www.hcpc-uk.org/globalassets/meetings-attachments3/education-and-training-committee/2006/march/education_and_training_committee_20060329_enclosure15iii/

Intakes:

September

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
2021/2	H	31	£2183.00
2022/3	H	Full Time	£2665.00
2022/3	Overseas	Full Time	£4817.00
2022/3	H	Part Time	£2665.00

PSRB:

None

Course Structure:

September (Full-time)

Module	Title	Credits	Period	Type
7HW139	Research Dissertation in Health	60	YEAR	Core

September (Full-time)

Module	Title	Credits	Period	Type
7HW139	Research Dissertation in Health	60	YEAR	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

Academic Regulations Exemption:

None

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QAA Master's Degree Characteristics Feb 2020

https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12

QAA Subject Benchmark Statements -

www.qaa.ac.uk/en/quality-code/subject-benchmark-statements (https://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements)

QAA Subject Benchmark Statement Health Studies (2019)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4

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Department of Health and Social Care (2021) The Future of Health and Care https://www.gov.uk/government/speeches/the-future-of-health-and-care

NHS long-term plan (DoH 2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf

Preparing the healthcare workforce to deliver the digital future (HEE 2019) https://topol.hee.nhs.uk/

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https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8

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Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strate25__Executive_Summary.pdf

Statement of common purpose for subject benchmark statements for the health and social care professions 2006 https://www.hcpc-uk.org/globalassets/meetings-attachments3/education-and-training-committee/2006/march/education_and_training_committee_20060329_enclosure15iii/

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
MA01 Use initiative and take responsibility in order to learn independently and solve problems in creative and innovative ways.	
MA02 Demonstrate a range of transferable academic and professional skills appropriate to a career in health, welfare and/or social care, such as: production of an e-portfolio within the dissertation module; interpretation, critical analysis and synthesis of a range of qualitative and quantitative evidence; appropriate use of software data packages, statistical and other analytic methods.	
MA03 Demonstrate in-depth skills in the critical appraisal of research methods and research design in the production of a substantial piece of academic or professional research in a selected area of health, welfare and/or social care.	
MA04 Produce a clearly written and presented independent study including appropriate use of academic conventions and coherently structured arguments, evaluation and evidence.	

Teaching, Learning and Assessment:

The course has been designed to enhance your knowledge and understanding in an area of health, welfare or social care of your choosing, to fully address the learning outcomes of the course and your dissertation module. In doing so you will also achieve our graduate attributes of digital literacy, global citizenship and prepare you for employment in health, welfare or social care related disciplines.

The MSc Health and Wellbeing 'Top Up' course is designed to allow you to 'top up' your existing Post-graduate Diploma qualification in any health, welfare or social care related subject to a full master's qualification. This will be achieved by you successfully completing a 60 credit independent study research dissertation module.

Whilst the research dissertation module is primarily an independently-led study, the module includes interactive sessions & workshops over the academic period. To get the most from this module, students will be required to actively engage in class and online, carry out wider reading and complete formative assessments. You are required to take an active part in your learning and work in partnership with your supervisor and lecturing team for the effective functioning and success of the module.

Taught materials include research informed key seminars providing students with an opportunity to acquire the appropriate knowledge and skills for the module. Each session has an aim, learning outcomes, a clarification of its link to the assessment and suggestions for further reading. Group discussions will enable you to explore specific issues and examples and apply this learning to your own role and engage in debate, self-reflection, and evaluation.

Independent and self-directed learning: These are essential aspects of becoming a Master of your chosen field. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. research studies and articles, chapters in books, whole books, policies and web based material. To complete your independent research study you will be encouraged to seek out and review material additional to that recommended by module leaders and supervisors to support your academic and professional development.

Digital skills will be enhanced by encouraging students to search a wide range of relevant databases and engage with online resources through the virtual learning environment (lecture notes and external links to websites of interest). Blended and distributed learning models will be used as and when appropriate, and tutorials will be used to facilitate dialogue between lecturer/learner/peer and inter-professional discussion to further develop and challenge conceptual understanding through reflection and analysis.

You will be encouraged to explore global as well as local issues through in-class content, group work, formative and summative content, and consider diversity and inclusivity in public health and social care practice. This will be supplemented through additional lecturers and seminars offered to students across the programme.

Formative assessment and feedback will be provided primarily by your allocated academic supervisor at individual tutorials, meetings, and through electronic communication to facilitate reflection and student self-assessment.

Assessment

The MSc Health and Wellbeing (Top up) enables you to demonstrate and develop a broad range of skills, allowing you to showcase your knowledge and understanding in meeting both the learning outcomes and broader graduate attributes, such as digital literacy, global citizenship and employability skills.

All students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge and professional experience within health and social care. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering a choice of assessment topic area, and by providing you with a diversity in assessment types (both written and oral).

The assessment complete will prepare you for further study and employment through providing you with the opportunity to enhance graduate attributes.

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

Firstly, you will complete a formative assessment, the mark/grade will not contribute towards the final module mark and grade. Formative assessment activities are useful to provide you with the opportunity to demonstrate your understanding of module content, acknowledge your development and progression in the module and understand its application to the summative assessment. You will receive feedback to support and prepare you for your summative assessment.

The format of a formative assessment may be similar to the summative assessment for the module, the purpose of this is to prepare and familiarise you with the summative assessment task.

Secondly, you will be required to complete a summative assessment where the mark you will receive will contribute towards the final mark for your module. Your summative assessment must be submitted as per the University's standard academic calendar https://www.wlv.ac.uk/current-students/academic-calendar/.

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, you will have an opportunity to receive feedback on your ethics proposal that will provide feedback and feed forward advice, to support you with your summative assessment. This will enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. The assessment timetable is carefully managed to avoid the bunching of too many assessments over a short period of time. At academic Level 7 you will be asked to Evaluate, Appraise, Critique, Debate, Justify and Synthesise.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

Support for Students – University Library

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support:

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as providing pastoral support and helping you liaise with other staff and support facilities in their Faculty and the wider University.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. The module leader for the dissertation module will usually be able to schedule a meeting with you when needed.

Programme leader

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. The course leader also provides opportunities for students to meet with one another and the course leader, to build a rapport and discuss their experiences on the course.

Dissertation Supervisor

For your 60 credit dissertation module, you will be allocated an academic supervisor. It will be your responsibility to liaise with you supervisor and keep them updated. You supervisor is there to provide bespoke, individualised support with your dissertation project.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/

Employability in the Curriculum:

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development.

Many students will choose this course because they are already working in the health, welfare and /or social care fields. Gaining this award will enhance their professional development and promotion prospects. Many of our students go on to achieve new posts as a result of their studies. Often this happens during their course not only after completion. Participating in academic study at any level will encourage analysis and criticality and hence will improve the opportunity for promotion and advancement. Successful completion of an academic qualification will facilitate students in providing a justification for progression through the skills escalator and will often act as a catalyst to enable the student to pass through the band gateways. Some Masters level students have used the findings from their independent research studies to make recommendations which they have gone on to implement at work.

Other students may choose this course because they wish to move into the health arena. Our past Master's students have taken posts as public or voluntary service administrators, managers and researchers and as teachers or researchers in Further and Higher Education Institutions.

You will be able to focus on particular research interests in your independent research study. This course allows you to pursue a chosen topic area in depth, to engage with current research and to carry out, novel and rigorous research study. On completion of your Master's degree you can now progress to a doctorate in healthcare, in the School of Health and Wellbeing.

Through studying this course, you will have the opportunity to share experiences of working with individuals, communities and populations which enhances the learning process and enables us to further develop the curriculum lens. You will engage with prospective employers at each level of study through work-based learning, activities, outreach and events including guest speakers. The programme embeds intersectionality supporting you to explore and share views and experiences through feedback in class and evaluation. You will have the opportunity to discuss your lived experiences, experience of working in the sector and explore various roles and the responsibilities of professionals within the sector.

You will be supported in achieving your career ambitions through engaging in skills workshops to enhance existing skills, engage with prospective employers and through accessing the following services:

- Careers Enterprise and The Workplace – University of Wolverhampton

Employability has been embedded into the programme through: providing you with the opportunity to apprehend the lived experiences of others through discussion and case studies; develop personal and professional attributes to respond to given situations; develop communication skills; develop self-awareness through engaging in reflection; develop confidence and motivation through identifying strengths and areas of development in own work and practice; understanding the role of an ethical practitioner; adherence to relevant codes of practice whilst on placement; working collaboratively in assessment and practice; being digitally fluid and technically skilled through using new technologies at university and within the workplace; develop critical and analytical skills through assessment, research and observation; to progress on to each level of study with knowledge, experience and autonomy.

Through studying on this programme, you could seek employment in the private industry, local authority, government departments, statutory bodies, NHS Trusts, NHS England, charities, policy organisations, higher and further education.